DOCUMENT RESUME

ED 180 387 HE 012 124

AUTHOR McKeefery, William J.
TITLE Cooperative Arrangements: Between Private and Public Colleges. A Report on Current Practice and Recommendations for Policy.
INSTITUTION American Association of State Colleges and Universities, Washington, D.C.
SPONS AGENCY Council for the Advancement of Small Colleges, Washington, D.C.: Ford Foundation, New York, N.Y.
PUB DATE 78
NOTE 31p.
AVAILABLE FROM American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Affiliated Schools: *College Cooperation: *Consortia: *Cooperative Programs: Cost Effectiveness: Educational Economics: Exchange Programs: Guidelines: Higher Education: Institutional Characteristics: *Private Colleges: Regional Cooperation: Shared Facilities: *Shared Services: *State Colleges

ABSTRACT

Cooperative arrangements between public and private higher education institutions are examined through a review of the relevant literature and survey of various campus programs. Three types of private-public cooperative groupings were identified. Type A is the informal partnership of two or three institutions in geographical proximity. A total of 65 such partnerships were found. Type B, the largest and fastest growing, is the regional urban cluster of institutions currently numbering 73. Type C is a distinct category in which institutions are linked by special purpose such as international interests or a unique research facility. Descriptions of three Type A examples, four Type B examples, and three Type C examples are included. The ten most frequently reported cooperative activities are cross-registration, coordinated student advisement, faculty exchange, visiting scholars, shared classroom facilities, joint majors and degrees, library use, faculty development, community events, and loaned administrators. Management, financing, budgets, and cost benefit information is reported along with the accomplishments and the mistakes encountered in private-public partnerships. A set of guidelines for state and national policy are offered concerning governance, student success, management efficiency, program quality, incentive systems, research, leadership, and information dissemination. A list of institutional groups by state or larger area in which private and public members are represented is included. (Author/SF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED180387

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
William J McKeefery
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

aascustudies

Cooperative Arrangements Between Private and Public Colleges

HE 012 124

2

American Association of State Colleges and Universities

Cooperative Arrangements Between Private and Public Colleges

A report on current practice
and recommendations for policy

William J. McKeefery
1978

A study sponsored by the American Association of State Colleges and Universities in cooperation with the Council for the Advancement of Small Colleges through a grant from The Ford Foundation

Foreword

Periodically an article is published or a speech is delivered about the conflict of interest between public and independent institutions. My contact with institutions around the country suggested a different relationship: mutual interests as demonstrated by voluntary cooperative arrangements between public and independent institutions. The examples of voluntary agreements that were described to me were numerous enough to indicate that cooperation was a workable approach to institutional resource problems, not an atypical mode of operation. AASCU conducted the following study to document the interdependent nature of the relationship between the two sectors of higher education.

The study had several objectives. To begin with we hoped to identify as many different types of cooperative programs as possible to serve as models for other colleges and universities interested in joint programs. Closely related to this, we wished to isolate those factors which nurture cooperative programs in order to suggest ways in which state and federal government policy could encourage more widespread practice of the activities.

We also hoped to counter the claims of divisiveness between the two sectors and thus reinforce a more favorable climate for problem-solving in higher education. As the resources available to higher education diminish, the quality of education will depend increasingly upon the most effective use of the available resources. Cooperation is not a luxury, but a necessity.

I would like to thank William McKeefrey for devoting considerable time and energy to conducting the study and analyzing its results; and Thomas Kelly, who provided invaluable editorial assistance. I also am grateful to Gary Quehl, president of the Council for the Advancement of Small Colleges, who shared the enthusiasm for this study; the Ford Foundation which provided support for this publication; and the institutions which shared their information.

Allan W. Ostar
Executive Director
American Association of State
Colleges and Universities

Contents

Foreword iii

Introduction and Summary 1

Cooperation's Roots 2

The Unfinished Task 2

How Interinstitutional Cooperation Intersects with Trends in Higher Education 3

Patterns of Cooperative Arrangements 4

Types of Institutional Groupings 5

Geographical Configurations 7

Activities: Kinds, Scope, and Advantages 8

Annotated List of Interinstitutional Activities 8

Models and Variations 15

Leadership: Initiators and Sustainers 18

Financial Arrangements: Costs, Budgets, and Cost Benefits 18

Trends in Participation: Changing Members and Clusters 18

Relationship to the Work of 1202 Commissions 19

Some Characteristics of Success 19

Achievements and Implications 20

Recommendations and Policy Guidelines 21

Appendices:

List of Institutional Groups by State 23

Bibliography 25

Introduction and Summary

In the next decade both public and private higher education will be faced with shifting enrollment patterns and rising costs that will severely test the ability of many institutions to adapt and flourish. There is growing public resistance to new projects, new facilities, and increased budgets. The quality of education continues to come under fire and there is concern about duplication of academic programs. The very value of a college education, particularly a liberal education, is being widely challenged.

Powerful pressures are coming from the marketplace and from the outside overseers of higher education for program review, cost effectiveness, and institutional adjustments to new clientele and their requirements. State higher education coordinating agencies and legislatures are moving toward greater control of educational policy and management. Federal 1202 Commissions, established in the states to assure comprehensive post-secondary opportunities, thus far have confined their work to studies and reporting. However, it is not unrealistic to assume that the Commissions eventually may wish to engage in master planning to correct preceived deficiencies and remedy imbalances as education resources shrink.

Regardless, there already exists a sufficient number of critics of education who question the vision of the professional leadership and whether it possesses the courage to make the hard decisions that inevitably lie ahead.

An imminent critical question for college and university administrators is who will direct the accommodation to the changing needs of higher education? Will it be done by self-determination or will it come by edict from the non-academic overseers?

This study is concerned with the improved communications between private and public post-secondary institutions and the potential they have for self-implementation of change by joining in pairs and clusters to develop new flexibility and excellence.

The two sponsors of the study, the American Association of State Colleges and Universities and the Council for the Advancement of Small Colleges, represent broad segments of private and public higher education. It is their belief that diversity has been good for the nation and the campus, and that it should be preserved. The health of the whole depends on the efficient functioning of all the parts. Cooperative activity and group planning are viewed as assets and as a desirable counterpoise to individual interests and the national need.

The intention of this report is to give a fair appraisal of the current status of cooperative arrangements between private and public institutions. Only this special aspect of the larger area of interinstitutional cooperation was considered. Although it is a significant part of the total movement, there is very little information in articles, studies, and reports that separates the private-public activities from the broader field of cooperation.

The procedure used was a review of literature, an inquiry of higher education leaders by letter, opinionnaire and telephone, and site visits to 40 campuses. One hundred seventy groupings of colleges and universities are reported involving 775 individual institutions. While the movement is growing at the rate of about 10 percent a year, it remains only a small part of the aggregate activities of higher education. About one-fourth of the nation's colleges are involved in cooperative arrangements and about 1 percent of activities are jointly operated. It is difficult to determine the percent of budget spent on these programs, but an estimate of about one percent would be close. The desire for cooperation is prompted in part by problems arising from enrollments and financing, but also by a genuine desire to avoid excessive government intervention by working together to anticipate and implement needed change.

Three types of private-public cooperative groupings were identified and classified as Types A, B, and C. Type A is the informal partnership of two or three institutions in close geographical proximity. There are presently 65 such partnerships. Type B, the largest and fastest growing, is the regional urban cluster of institutions currently numbering 73. Type C is a distinct category in which institutions are linked by special purpose such as international interests or a unique research facility. There are 32 groups in this classification, which may well become the future growth leader. Descriptions of three Type A examples, four Type B, and three Type C are included in the report. These successful models may encourage further exploration by those interested in institutional cooperation.

The institutions studied reported 100 distinct cooperative activities that have been grouped as administrative, curricular, faculty and staff, facilities, community affairs, and special interest. The 10 most frequently reported cooperative activities are cross-registration, coordinated student advisement, faculty exchange, visiting scholars, shared classroom facilities, joint majors and degrees, library use, faculty development, community events, and loaned administrators.

Management, financing, budgets, and cost benefit information is reported along with the accomplishments and the mistakes encountered in private-public higher education partnerships.

From these findings a set of guidelines for state and national policy are offered. Among the topics are governance, student access, management efficiency, program quality, incentive systems, research, leadership, the dissemination of information and others.

The next several years are critical to the future of both private and public higher education. For most institutions the alternatives to the traditional way of standing alone are to create clusters of colleges to share services and resources or to accept outside direction. It is hoped that this report may assist others to see more clearly the virtues and the pitfalls of cooperative ventures and to stimulate further examination and action that will lead to effective working relationships.

Cooperation's Roots

Informal exchanges of faculty and students between campuses has been going on for many years. Past generations of presidents had wide discretion in the use of campus resources and some took liberal advantage of their power. Generosity was frequently evident in the loans of buildings or equipment to a neighboring college, particularly when help was needed during emergencies or special celebrations. Rare library resources were shared. Visiting faculty who made peer evaluations represented a type of pooled resource. Athletic events were an occasion for students and faculty to visit other campuses. Invitations were sent back and forth between men's and women's colleges for a variety of social events. All of it was quite informal and the only records of this interaction that survive are in the yearbooks and the personal recollections of the administrators.

Formal arrangements extend back several decades. Ten consortia go back 25 years. There has been marked expansion of the movement in the sixties and seventies. In 1975, Leland Medsker's study of interinstitutional cooperative arrangements produced 472 respondents of which 60 are clearly private-public arrangements. Lewis D. Patterson's Directory of Consortia issued annually since then shows a 10 percent annual net increase in private-public arrangements and a turnover of at least 5 percent per year.

The movement has come a long way from the time when a president worked out a plan of cooperation without consulting his campus colleagues. Most cooperative units are now directed by someone other than a college president. The units have distinctive names, their own budgets, and even boards of trustees. The collective spending impact exceeds $20 million and involves thousands of staff and tens of thousands of students.

The focus of present day interinstitutional cooperative arrangements becomes clear through examination of purposes and objectives published in prospectuses. A summary of these statements includes:

Mutual help by sharing resources

Preservation of quality

Cost efficiency

Expanded and more varied educational opportunities for the area

Offering new services that could not be supported by a single institution

A second set of reasons for cooperation emerge in conversations with consortia directors and participants. These include:

Early warning system for planning and change

Preservation of diversity with autonomy

Means of sharing a franchise rather than losing it

Effective approach to dealing with mutual problems

The two sets of purposes are not in conflict. They simply represent a greater variety of concerns.

The objectives are more readily accomplished if the participating institutions are complementary in character. By contrast, the associations of like-kind institutions often have too much or too little of the same services and resources. The particular combination of activities of campuses reflects the resources of the institutions and the needs of the area that is served. The closer the location of the campuses, the greater the opportunity for interchange. If academic programs on each campus are quite different, an exchange of special language studies or special technical programs usually follows. If the service area lacks special resources, the cluster can step in collectively to sponsor programs where the threshold cost is beyond any one institution. The greatest assest of the collective is the potential within the total faculty to meet the educational needs of the student population.

The Unfinished Task

As campuses adapt to changing circumstances, a basic question arises. How much must be accomplished externally and how much by exchange? If all campuses were well located, appropriately sized and programmed, and able to change with demand at full efficiency, there would be very little need for external help at all. No campus is an island, complete into itself. Job markets, life styles, and national concerns ebb and flow quickly, rendering obsolete the equipment and facilities of a campus. Keeping flexible may require more than complementary partners. Leasing or relocation of an additional campus may become necessary. The unfinished task is adaption to change in the context of an enlightened outlook. This adaption may best be accomplished in the company of colleagues with an historical perspective and a knowledge of what is now happening.

Although much has been said about a faculty's unwillingness to change, the heaviest anchor in higher education is the fixed location of the educational equipment called a campus. Many campuses were planted a hundred years ago with locations determined by the interests and needs of that time. It is natural that these campuses will foster some overlapping of service and there are some jagged edges in facility utilization that cooperative arrangements could smooth over. If all of higher education could start afresh as the community college movement has done, many senior level institutions would be relocated and their missions changed. Radical surgery is not possible because of the cost, alumni and community sentiments, and lack of a market for obsolescent campuses. Thus, renewal of the venerable campus is the only feasible alternative. The nature of the activities of cooperative arrangements stems from this alternative. The unfinished task is not only adjusting the mismatches in programs and facilities. It also includes recognizing new opportunities that the limitation of resources of one institution did not previously permit.

What potential for further efficiency can be attached to the concept of working together? Assuming a 10 percent potential increase in institutional efficiency by overcoming the mismatch in campus

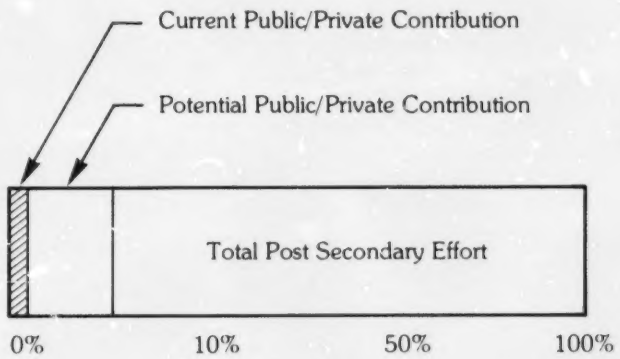

Fig. 1
Public/Private Groups' Contribution to Post Secondary Effort

activities and a 10 percent potential increase in efficiency by doing new things together, the total improvement approached 20 percent. The number of potential private-public clusters is no more than 50 percent of all kinds of clusters. Thus a 20 percent maximum increase in 50 percent of the total cooperative effort of higher education institutions would be a 10 percent change in the total effort. The current private-public cooperative effort is estimated to be between 1 percent and 2 percent of all of that is occurring in post-secondary education. The potential then is five or more times what is currently being done. (Figure 1)

From the reports and field interviews the conditions that foster interinstitutional cooperation are: support from the top, a clearly perceived gap to be closed, a balanced resource pattern, complementary functions, good will, dedicated leadership and an adequate budget. If all of these admirable characteristics existed everywhere it would be possible in a period of time to determine which of the activities required reciprocal help and which, by prudent planning and adaption of the institution itself, could be managed alone. The division would be somewhere down the middle. There will always be some activities better done in consort with others.

How Interinstitutional Cooperation Intersects With Trends in Higher Education

Any study of interinstitutional cooperative arrangements should have in mind how these efforts fit with the long-term trends in higher education. A proper perspective would take into account the major groundswells. There will always be the need to educate yet another generation. The rapid increase in knowledge will require continuing education. Will well established institutions remain conservative and prepare a selected few for leaderships? Will newer institutions seek an ever broadening clientele and thus enlarge the middle class? The future breadth and scope of higher education is still undergoing public scrutiny.

Higher education adapts to the contemporary environment much as business, government, and industry do. Retail businesses congregate in enclosed shopping malls. Industries move to planned areas called parks. These movements suggest that the clustering of institutions of higher education may share the same benefits of easy access by car or public transportation and central services. Some evidence of this trend is seen in the reports of downtown centers used by several colleges. There are a few reports of courses being offered at shopping malls. If a department store can retain its unique character in a shopping center, perhaps a college program can do the same.

The forces at work include not only the larger trends that engulf us all, but also the reactions to forming partnerships and clusters. The larger trends are important to a newer movement linking dissimilar institutions. If the activities of the clusters catch the favorable winds of national trends, everybody benefits.

A list of probable directions in which higher education will move has been compiled from a reading of the current literature and discussions at conferences. There are sharp differences of opinion and this list follows the more optimistic side of center. In spite of the risks of predicting, it seems useful to ask if interinstitutional cooperative arrangements work toward or against these directions.

The Public will continue support of higher education at the same percent of GNP

More leisure hours, higher technology, and more convenient access will sustain the demand for education in spite of a shrinking youth population. Women, minorities, and older adults represent increasing segments of enrollment. There is also a long term interest in maintaining an educated populace to function meaningfully in a democracy. Replacing the present competition and overlap between institutions with regional self-planning will be salutory.

Post-secondary opportunities will be better distributed

New campuses and centers, particularly community colleges, are well distributed with easy access. The "buyers" market will require adapting offerings to the convenience of the student. Since 1960 there have been 105 comprehensive campuses located in metropolitan areas. Campus clusters augment this improved distribution.

There will be greater curricular choice and broadened access

Regional planning of offerings reduces unnecessary duplication and increases the variety of offerings available. When clusters of campuses share personnel and students, in effect they are sharing their franchise to offer a degree. These franchises will be approved on a state-wide basis reflecting the comprehensive needs of students in the state. Groups of institutions will more frequently apply for such franchises.

A quickened response to natural needs and career opportunities

There has been a lag in the speed with which institutions have met the demand for new programs and also a delay in reducing programs for which the demand has declined. Part of this inflexibility has been that each campus needed its existing programs in a particular field. Now these can be shared or offered alternatively.

More efficient use of human resources

More than three-fourths of the funding in post-secondary education is spent on human services which must be renewed constantly. Making most effective use of this valuable resource is a continuing goal. Recent cost efficiency studies show that campuses working together can use faculty and staff more efficiently than operating as independent units.

Increased skills of faculty

One of the programs of associations of campuses is the professional development of the faculty through conferences, counseling, and evaluation. This is often done more effectively by a collective group of campuses, by exchange of teachers, and by a larger and more complex institution making its more sophisticated resources available to its partners.

Variable time frame for earning a degree

Since the Carnegie Commission report, *Less Time More Options*, there has been a noticeable move toward flexibility in arranging academic programs and the means by which they can be completed. With one-fourth of one's lifetime spent in education, adapting programs and course schedules to the time frames of individuals become necessary. Clusters of institutions provide greater flexibility of offerings, convertibility of credit, and scheduling.

Improved evaluation procedures

Most campuses are still some distance away from precise measurements of institutional impact. Assessments of various sorts are now used, with the primary tool still being the course grade. In the past, national associations have taken leadership in the development of evaluation techniques. Service to an area is enhanced if a cluster of colleges finds common methods to measure the achievement of its clientele.

Greater use of technical resources for teaching

Although teaching is an art of personal communication of knowledge and skills, there are many technological tools, such as audio visual systems and computers, that are useful as supplements to the student-teacher dialogue. Library access is greatly enhanced by campuses working together. The mobility of combining resources through electronic techniques is much more efficient than moving people and often just as effective.

A balance in the power between centralized state agencies and local campuses

There is now an uneasy alliance in which the locus or epicenter of authority for higher education in a state is somewhere along the road to the state capitol and moving further in that direction each year. Although this is an oversimplification, the fact remains that an effective coordinated means of management has not yet been devised. If a balance is voluntarily struck, it may be because clusters of institutions have decided that the benefits of group self-determination are worth more than institutional autonomy. Liaison with other institutions will become a better way of providing an alternative thrust to proposals initiated by a legislature or a state coordinating agency.

Requiring secondary schools to raise the level of academic achievement of graduates

Unless post-secondary education is to take over basic work that has not been accomplished in secondary institutions, the performance level of entering students must rise. This will be more likely to occur if clusters of institutions make it necessary for admission. With uniformity in offerings will go a greater uniformity in admission standards.

Patterns of Cooperative Arrangements

The procedure used in this study was a review of literature, an inquiry of higher education leaders by letter, opinionnaire and telephone, followed by site visits to about 40 campuses to catch the spirit of the enterprise and get a sense of the physical environment.

Out of this inquiry came some profiles that were repeated among the approximately 170 groupings of private and public institutions in the U.S. currently engaged in interinstitutional cooperation. Three general categories of these groups emerged and will be discussed in detail in the next section of this report.

The total number of institutions involved in cooperative arrangements is 775, almost equally divided between private and public. Assuming a current count of 2,700 post-secondary institutions in the United States (and a part of Canada), this means about one-fourth (28.7 percent) of them claim substantial private-public cooperative programs. Two or even three times this number could participate before saturation, but this is unlikely. One reason is that public-private groups are outnumbered by like-kind groups which have strong ties through religious affiliation, similar clientele and programs, or professional emphasis. Although it is difficult to determine accurately just who is involved, it appears that half the 2,700 post-secondary institutions currently have no significant cooperative arrangement.

Among the 775 cooperating private-public institutions, there is much less than a 100 percent exchange. Although efforts have been made to quantify some of the activities as a part of the total institutional effort, no hard data exists for many of the categories, with the exception of cross-registration, bus service, and library usage where some data is available.

From site visits and reports, some general impressions of the extent of exchange were obtained. Cross-registration averaged 5 percent of total registration and ranged from less than 1 percent to 10 percent. Bus service, where it existed, ranged as high as 25 percent of inter-campus traffic. Of the 10 activities most frequently reported as exchange activities, only 3 percent of this total activity is accounted for by exchange between or among campuses. When this is projected nationally, the percent of the activities exchanged compared to total activity is only 1.5 percent of the total activity of the 10 activities.

Of special interest is that about half of the activities cooperatively exchanged are existing activities that have been in operation and half are new services that are being shared. More details on the kinds of activities offered are reported in the sections beginning on page 26 and 28.

Cooperative groups and the activities they share are not uniformly documented. Raymond Moore in 1969 reported more than 10,000 instances of interinstitutional exchange nationally. Lewis D. Patterson has catalogued clusters of institutions meeting several general criteria such as the number of institutions, a voluntary formal structure, professional direction and continuing membership support. The requirements for inclusion in his directory have changed somewhat over the years to reflect the nature of the consortia represented.

Until 1965 there were relatively few—only 16—reported by Patterson. From 1965 to 1975 there was a net increase of 87. From 1975 to 1977 there were about 30 more based on a somewhat broadened set of criteria. In the 1977 directory there are 117 consortia of which 55 are clearly private-public in membership. Thus, less than 50 percent of interinstitutional cooperation meeting Patterson's criteria is of the type covered in this study.

A large variety of institutions is included in the formal listings of Medsker and Patterson—theological schools, art schools, proprietary schools, hospitals, clinics, art institutes, and foundations. There are clusters of men's colleges, women's colleges, community col-

leges, colleges of religious orders, and graduate schools. In some cases government grants have linked institutions not normally thought of as partners. Some examples are funded under urban renewal, health care delivery, and Title III Higher Education Act of 1976. (PL 89-329) to stimulate growth of developing institutions. Some grasp of the scope of activities between institutuions within a state can be obtained from a summary of H. L. Unterbrink's doctoral dissertation on the subject at Indiana University in 1974. Unterbrink found 235 instances of cooperative activities. About 40 percent were between public and private institutions. Most were small, informal efforts, but the study documents in patient detail these often unnoticed means of sharing.

The Indiana activities involved almost 100 post-secondary campuses, high schools, research laboratories, printing firms, hospitals, churches, service clubs, banks, government agencies, and the Red Cross and Salvation Army. The following is a cross section of the activities reported:

Early admission to college
Administrative services
Financial support
Survey of businesses in the area
Voter instruction
Preservation of historic sites
Campus open houses
Computing grades
Coordinated academic terms
International programs
Credit transfer
Shared audio visual services and equipment
Hosted environmental conference
Shared academic courses
Exchange faculty and visiting artists
Academic courses for businesses
Cross-registration
Department chairperson meetings
Joint faculty research
Chicago urban semester
Joint applied programs—hotel management, dietetics
Library borrowing and union serial list

Many of these activities are informal and their descriptions most likely reflect the point of view of their proponents. The extent of participation by individuals is not reported. Nevertheless, there is every reason to believe that these are flourishing relationships between people and institutions.

Post-secondary education has developed unparalleled flexibility for meeting the requirements of a college degree. One can still spend four years on a campus that is relatively complete and self contained, but there are many other routes to a degree available. Satellite campuses serve as local feeders to a major campus and some newer campuses are commuter oriented. There are urban educational centers serving several post-secondary institutions. Transfer and joint programs make movement between campuses for undergraduate work not unusual. Another variation is the work-study mode. The university without walls permits the use of resources from several institutions that belong to an association and the association itself offers the degree. Finally, there are institutions that offer degrees obtained by certified external accomplishment. They are primarily advisement and assessment centers permitting the student a wide latitude in the means of acquiring competencies.

These variations in the methods of obtaining a degree impact the institutional relationships. It is likely that these new ways of earning a degree now handled by a new class of institutions will be internalized by the established institutions and provide additional flexibility. The net effect, however, would be to reduce the need for formalized interinstitutional cooperation since these arrangements would become part of the program of the individual institution.

Types of Institutional Groupings

This study found 170 groups of private and public institutions in the United States, comprising of 775 institutions, which have entered into cooperative agreements to share services and resources. Three categories of groups emerged, characterized mainly by geographical relationships, but also by the size of the group and its common objectives.

Other ways to classify the groups were explored. One is by function, grouping those that are linked, for example, by fund raising, a central computer or a common degree. Another is by the similarities of the institutions. Other possibilities included a common grant, a specialized facility, or the need to present a common front. None of the above were thought to apply universally.

After all methods were reviewed, the most evident reason for affiliation was geography. The overwhelming majority of cooperating units—whatever their size—are in geographical proximity.

As a final comment on classification, the basis for including a partnership or a cluster in this study was a definable cooperative arrangement that was operational. This is quite a bit broader than the Patterson Directory of Consortia criteria, which requires for inclusion length of existence, separate budgeting, apparent leadership and a minimum number of institutions.

For the purpose of this study the cooperative groupings have been labeled Type A, B and C.

TYPE A, the small, informal partnership

This is the simplest and most informal arrangement, involving two and occasionally three institutions located in geographical proximity. There are 65 such partnerships totaling 141 campuses. The arrangements between these partners are often mutually understood rather than written, and in many cases the relationships are of long standing. Frequently partnerships were formed out of need, sometimes as far back as World War II when the draft caused major adjustments in student body and faculty. Mutual aid transcended any concern about public and non-public status. Over the years, both good fortune and crises have fostered interrelationships. Grants have been awarded jointly for area-wide programs; library and commuter service interchange have brought benefits without much hazard.

The advantage of smaller size and proximity made it possible for administrators to know each other and each other's problems. It was not uncommon for administrators to be members of the same service club, attend the same church, or live on the same street. This informal acquaintance makes it easy for administrators to agree to address a mutual need. From these modest beginnings more sophisticated and comprehensive sharing now exists.

Interestingly, the public institution is the larger and more complex participant in 94 percent of these arrangements. More often it is the public institution that has the greater depth in library resources and more money for cultural events.

The activities noted in these partnerships do not involve fund raising, degree takeover, or alumni relations. Each institution maintains its identity. Together they can provide better services for students, support the local community, and keep other institutions at a safe distance.

Both public and non-public institutions have grown in the last few decades, with greater growth in the public sector. Now that declines in enrollment are possible, a real test of the survival of joint registration and other potentially competitive procedures will take place.

The number of Type A partnerships identified is 65, but many more with casual and modest activities exist. As noted earlier, Unterbrink's study of Indiana identified hundreds of cooperative activities in that state. They typify activities that are difficult to track because they are "tradition" and are accepted without much conscious thought. Such activities would cause concern to budget watching authorities if it were known that public support was going indirectly to non-public education. Presidents often permit these small exchanges much as one gives a person a lift in his car—"it seems the decent thing to do." The rationale is "It will benefit people," and to go through formal channels would not be worth the trouble.

The climate may have taken a favorable turn. The Middle States Association's Commission on Higher Education at its meeting in Philadelphia in December, 1977 adopted a paper, *Characteristics of Excellence in Higher Education*, which said in part, "Current academic offerings should also be examined in the light of those offered at other institutions; possibilities for fruitful interinstitutional cooperation should not be overlooked." The presidents of the American Association of State Colleges and Universities also urged, "new cooperative arrangements in sharing resources and information; increasing academic options for students and building bridges between institutions and employers." The American Council on Education encourages "the use of national and regional organizations to eliminate arbitrary transfer barriers." Few court cases bring into question the separation of church and state. It seems like a favorable time to trade with one's neighbors.

There are 10 pairs of institutions in this category not closely related geographically. Most are northern universities working under Title III funds with a developing institution in the South. Partners they are, but brought together by federal funds over considerable distance. The exchange also tends to be one-sided.

TYPE B, the regional/urban grouping

This study identified 44 regional groups of from six to 20 colleges which have banded together for mutual benefit. They have assumed names that are characteristic of their urban area or the sector of the state in which the campuses are located. Most originated at the initiative of the presidents who saw the need for sharing and created a vehicle to accomplish it. Occasionally a grant becomes a stimulus for these efforts.

The association is governed by a council of institutional representatives with the presidents reserving the right of annual review. An association director is appointed and programs are headed by campus personnel, usually on a released time basis. A budget, contracts with those who jointly teach, faculty development conferences and sharing equipment, such as film libraries, are common features.

A dozen or more consortia have multiple levels of interrelationships. Sharing the right to offer work toward a degree is one of the most significant elements. Sharing faculty and staff is common, with tenure retained at the home campus and reappointment locally preserved. Students taking courses at a reciprocal campus retain the identity of and pay tuition to their home campus. Adjudication of differences, if any, is worked out in the association.

If the associated campuses are reasonably close together, many exchanges are possible. Libraries, classrooms and laboratories are shared and academic calendars are adjusted to make exchanges easier. If none of the campuses are located in a strategic central point of the service area, a separate facility may be established there by the association to serve as an urban center. Institutionally operated bus service often makes interaction possible in non-urban areas.

The volume advantages of booking concerts, buying insurance, scheduling overseas travel and other purchases make group contracts attractive. For a fraction of the usual costs, the group becomes a mini-system. Together they discourage "intruders," make their case with state government and avoid the high cost of unnecessary duplication. These trade-offs are more desirable than losing degree privileges because of low enrollment volume. These groups function because of enlightened self-interest and a large amount of good will.

The common factor to all these regional grouping is a territory. There is little overlapping of boundaries. Sometimes an institution belongs to more than one association in this area—an all public or all private group in addition to a mixed group.

Whether or not these are the ideal groups from the standpoint of state geography is now being tested. Most states have identified regions and nationally there is the potential for some 272 associations. There are also 70 metropolitan areas in the United States with more than 500,000 population. Only 28 of the 70 have well established associations for interinstitutional cooperation.

TYPE C, special purpose groupings

This category contains groups of institutions that share activities but without reference to proximity and often with a special purpose. They are a diverse segment of interinstitutional cooperation. Represented in Type C are international associations, multi-state groups, a scattering of colleges which have affiliated to offer a degree and provide work for students in a variety of settings, and the military installation that works with far flung institutions to provide degree level work for those on military duty.

These groups have strong leadership and effective organization. Some have aggressive promotional approaches and others are little known. The campuses are so far apart that commuting is not part of the exchange. A special purpose or emphasis links them. For some it is a facility such as a federal laboratory, a medical center or a communication satellite. There are those grouped around a campus in Europe, research in Antarctica or an artist's studio in Paris or Soho. In one sense this type is the most adventuresome because there is no turf to protect and also no specific area to claim as their own. They have stepped into a gap in services not supplied by the conventional campus and have entrepreneured. Yet it is not easy to make a general categorization of the type.

Geographical Configurations

Dividing the continental United States into six regions—Northeast, Southeast, North Central, South Central, Northwest and Southwest—the number of cluster of Type A and B combined in each region is roughly proportionate to the population.

The level of regional activity varies quite a bit. The Northeast is the most active. The Northwest least so. The general movement of industry out of the Northeast is causing an economic pinch on many institutions causing them to seek group relationships.

An interesting pattern is found if the urban clusters are grouped into the six major regions of the United States.

Two distinct trends are emerging in non-urban clusters. Earlier development was characterized by local initiatives covering only a small portion of most states with regional clusters. States with strong central planning such as Pennsylvania, New York, Virginia and Illinois have moved further designating functional regions for the whole state. Leadership has remained local, but funding now comes in part from the state. California, by contrast, has strong university, college, and community college systems and several strong private college groupings.

Type A partnerships on the average have campuses 13.6 miles from the central point. The Type B urban cluster averaged 6 miles with San Francisco 1.5, Washington, D.C. 2.9, Worcester 3.2, Cleveland 5.0 and Chicago 10.2 miles from a central point in the urban area. The Type B regional cluster that is in a sector of a state averaged 27 miles from a central point but the range was wide—from 4.5 miles to 76 miles. It appears that the kinds of activities

Urban Centers with Cooperative Arrangement Clusters by Six Major Areas of the United States

	Number of Urban Centers	Number of Centers with Cooperative Arrangements	Percent Actual of Potential
Northeast	19	7	25.7
Southeast	15	7	46.6
North Central	18	8	44.4
South Central	6	2	33.3
Northwest	2	0	0
Southwest	10	4	40.0
	70	28	40.0

Type A partners carry on reflects their close proximity. Bridget Wilmer noted that of 40 institutions involved in cross-registration, 28 percent were 0-4 miles apart, 33 percent were 5-10 miles apart, 15 percent were 11-20 miles apart and 24 percent were 21-over 100 miles apart. Most of the reported activities do involve a physical exchange—a book, a student, a professor—all related to distance. As a reference point, a sample of 100 private-public institutions were checked on how far apart their campuses were. The average distance to a central point is 15 miles.

Clusters of Colleges in Regions of the United States

States	Population Millions*	Percent of U.S. Population	Number of Sectors	Percent Sectors	No. Sectors Active	Percent Sectors Active
Northeast ME, NH, VT, MA, RI, CO, NY, PA, NJ, DE, MD	53.46	26.3	54	20.0	44	81.4
Southeast VA, WV, KY, TN, NC, SC, GA, AL, FL	36.64	18.1	56	20.6	21	37.5
North Central ND, SD, NB, KS, MO, IA, MN, WI, IL, IN, OH	56.51	27.8	71	26.1	36	50.7
South Central MS, LA, TX, OK, AR	22.51	11.1	31	11.3	12	38.7
Northwest OR, WA, ID, MT, WY	7.22	3.6	22	8.1	0	0
Southwest CA, NV, UT,CO, AZ, NM	26.46	13.0	38	14.0	16	42.1
	202.80	99.9	272	100.1	129	47.4

*1970 Census

Activities: Kinds, Scope, and Advantages

A vast range of activities constitute the cooperative flow between public and private institutions. To catalog these activities, one comprehensive list divided into six major areas was devised. There are 100 distinct activities arranged under the following headings: administrative, faculty, program, facility, community affairs, or special purpose. A brief description of the activity is given with some illustrative material. Some activities appear in more than one category. The models cited in the section beginning on page 51 show groups of institutions put specific activities into patterns that fit their individual objective needs for cooperation.

Two frequently mentioned reasons for cooperative activities are cost effectiveness and improved quality of academic programs. Annual reports stress net savings and increased opportunities for learning. The inference is that these activities halt erosion of quality and add new dimensions to educational programs through visiting scholars, shared teaching resources, and conferences for the improvement of instruction. The Carnegie Corporation has given a grant to the Council for Interinstitutional Cooperation to investigate cost effectiveness. No comparable work is known to be underway to measure the impact of interinstitutional cooperation on the quality of teaching and learning.

In the following annotated list of activities below, the 10 most frequently reported are:

1. Cross-registration
2. Coordinated advisement, including common course listings
3. Faculty exchange or joint use appointments
4. Visiting scholars and artists-in-residence
5. Shared classroom facilities
6. Joint majors
7. Shared library use
8. Faculty development
9. Community support and cultural events
10. Loan of administrators

Annotated List of Interinstitutional Activities

A—Administration

Administrative services are an important element of campus exchanges. There is also another level of involvement that does not get reported, yet is part of the total effort. This is the muted role of administration in the oversight of the project and in a number of instances, its instigation. Presidents, in particular, give of their time, exert important judgement on the extensiveness of the programs, allocate personnel and funds, work for funding through grants, and sell the concept to governing boards. Few inter-campus relationships flourish without the support of the chief administrator.

A 1—**Administrators loaned or jointly used**

Attorneys, assistants to the president, deans, computer specialists, and grant proposal writers are loaned for specific tasks requiring a month, a semester, and occasionally a year. Home duties are reduced although on occasion the loaned person may continue all regular duties. There are instances of two campuses hiring one person with the salary contributed by both and time divided proportionately.

A 2—**Purchasing and bidding**

Buying materials and supplies in bulk and carload lots have obvious cost benefits and a number of campuses share in their purchasing. State institutions have done this for years through central offices. This becomes more of a complete cooperative in which the logistics of storage and hauling have to be worked out.

A 3—**Service contracts**

Area-wide service contracts often make the purchase of outside services simpler and less costly for participants. Some examples of group service contracts include those for copying equipment, computers, typewriters, food service, vending machines, and telephone equipment. More expensive equipment such as electron microscopes and television systems, if interchangeable with another campus, provide back-up service if breakdowns occur.

A 4—**Membership in professional associations**

It is not uncommon for an institution to be invited to join several hundred professional associations. The potential financial burden is heavy. A group of colleges can alternate memberships, seek one membership for the group, or divide up memberships between campuses. A list of professional societies to which the group belongs can be used much like the library union list of periodicals to give faculty and others a means of access to services or participation in their programs.

A 5—**Security**

When two campuses are located close together, it is sometimes useful to develop joint security programs or to purchase security coverage from local law enforcement agencies. Instruction to upgrade the skills of safety and security officers can be jointly done.

A 6—**Group insurance plans**

Although most plans are still related to a single employer, the example of state public institution plans shows that it is possible to extend coverage to a larger group than a single campus. The coverage can include health, travel, accident, and even property.

Until recently, state plans have offered generous coverage and many private institutions have excellent programs. When there are gaps or deficiencies in these programs, possibilities for additional multi-campus coverage exist.

A 7—**Employee benefits**

Historically, tuition-free education for children of faculty members has been one of the fringe benefits of an association of institutions. These opportunities carry over for faculty and staff to take courses without charge at associated institutions. Health maintenance organizations offer employees greater access to a central facility. Among other benefits jointly available are vacation packages, training conferences, and free bus service.

A 8—**Personnel training**

If specific institutions within a group have special expertise in such fields as business, health, research or computers, they report acting as a training center for personnel at all associated campuses. In addition to personnel development, the campuses are likely to acquire compatible data bases, similar approaches to budgeting, and complementary staff skills. Other efficiencies in staff and faculty training are possible through the sharing of outside consultants at joint training meetings.

A 9—**Administrative internships**

The ACE internships kindled much interest in short-term interinstitutional exchanges of young people entering academic administration. Similar administrative internships are being conducted at many levels among associated institutions. The larger, more complex institution seeks opportunities for its doctoral students. The smaller institutions obtain the services of an additional person who brings a fresh viewpoint. This exchange might happen without any formal agreement, but the general spirit of sharing and mutual interest fosters it. Internships have been reported in the president's office, security services, computer processing, business offices, and athletic coaching. The intern tends to act as a representative of both campuses.

A 10—**Seminars for senior staff members**

Joint meetings of senior staff are frequently reported. The purpose may be for planning or to resolve a common problem. Also reported are instances of informal, minimum-agenda meetings in which the staffs get better acquainted and set their own agenda. Most of the reports on these informal meetings are favorable. The assumed knowledge of another campus is not always the same as that learned in a face-to-face meeting. More than one consortium has been strengthened by the levels of trust and understanding these meetings generate.

A 11—**Institutional research**

Institutional research is usually closely related to the office of the president. If the president sees an interinstitutional need, it is convenient to call on the research staff to follow through and develop the data to determine the feasibility of a new joint program. If the cooperating institutions both have research resources, the effort may be shared. Grants often provide for combined research assistance. More often there is a dissimilarity in research resources and the well developed institution takes the lead. Reports of cooperative research include surveys of student clientele, academic scheduling, inventories of facilities, computer programs for grade recording, and preparation of mandated reports such as HEGIS.

A 12—**Fund raising**

Reports of special kinds of fund raising not related to alumni or special friends of the institution include funds for community projects and a joint facility seeking a grant or seed money for a new program.

A 13—**Public relations**

Cooperation in public relations efforts stems from an awareness that helping all partners helps to promote one's own institution. In the Type B clusters a central public relations office frequently serves all participants. Combined public relations programs may result in greater press coverage of all activities and of the special features of the associated campuses. Coordinated open house dates and other events of interests to prospective students is common practice. Campuses with public media facilities share them with others in the association.

A 14—**Joint publications**

The newsletter is the most common interinstitutional publication. There are several instances of professional journals sponsored by an association of campuses. Joint brochures are sent to prospective students. Calendars, bus schedules, union library serial listings, and cross-listed courses are further examples of association publications.

A 15—**Coordinated calendars, schedules**

There is a trend among the reporting institutions to move toward synchronized academic calendars. This facilitates cross-registration, credit transfer, special semesters, field trips, and energy savings. Students are encouraged to share rides on long trips. The campuses are idle simultaneously, which could benefit broad-scale building repair and maintenance contracts. There is still, however, a rich variety of academic scheduling patterns.

A 16—**Long range planning**

A number of joint five-year plans are reported. Public institutions can seldom plan funding more than two years ahead, but they still can share in the area enrollment forecasts. If a campus is in danger of going under, the colleagues of cooperating institutions are most helpful in cushioning that shock for the students and faculty.

A 17—**Consultant Services**

Faculty expertise drawn from campus partnerships has been volunteered to aid nearby communities in solving a variety of business and technical problems. Fresh ideas, management assistance, and scientific appraisals have saved some foundering industries and kept others from moving out of the community. Faculty consultants have provided assistance to small businesses, hospitals, and local government. They have worked on the development of urban renewal and industrial parks. Institutions have loaned specialized scientific equipment on a contract basis to industry for testing and research. Campuses and communities have been linked by common interest in energy research and environmental studies.

A 18—**Transfers of property**

A number of instances of redistribution or transfer of physical assets such as campuses, urban centers and undeveloped land were reported. In several cases a public institution bought the land of a relocating private college. In another, a recreational area was acquired for the use of two schools in a partnership. Groups of institutions have found new uses for closed elementary schools, military bases, and TB sanitoriums.

A 19—**Governing the inter-relationship**

Almost every group investigated has begun operation using its own leadership. After a council of institutional representatives is formed, a full-time executive director is hired, frequently from one of the institutions. The management remains internal with presidents and others supervising it as one additional responsibility. These may include an assistant to the president or an extension dean. Most of the operations observed include one executive and several support people such as secretaries and program managers. Other staff are volunteers from participating colleges so the overhead is minimal.

A 20—**Admissions processing**

A more open approach to enrolling students has come with common forms, joint reviews, and correspondence. Students may be asked their preference among the schools in the group. The joint method works on the belief that each institution will get its fair share based on its special appeal. The net yield is better than that produced by the secretive, individual approach to admissions and the cost is less.

A 21—**Administering funding**

The task of handing the $100,000 to $1,000,000 budgets of the established clusters, including contracts to faculty and equipment purchase, is a shared responsibility using one or more campuses as bookkeeper and bursar. Occasionally this includes administering grant funds. It is in line with the concept of holding down administrative costs. These tasks are taken up by the college that has just a little more time or willingness.

B—Academic programs

B 1—**Transfer credits**

This means transfer credit without evaluation of each case. The partners put full faith and credit in each other's work and transfer credit at equal value. There may be some differences in degree requirements at various institutions but course credit is course credit. This reciprocity follows naturally the joint offering of courses and faculty exchanges.

B 2—**Combined degree programs**

Academic work is taken for several years on one campus and finished on another with the second campus providing a special program and frequently a special degree. In three-two programs, the first degree after four years is a liberal arts degree and the second at the end of five years is an engineering degree. The four-one program is also a combined program leading to a masters degree or special certification.

B 3—**Cross-listing and coding of courses**

A first step in fostering closer relationships between two campuses is the identification of similar courses and developing a document that cross-references them. The coding is made compatible for machine handling and advisement. Enrollment in the parallel course may be by permission or may be automatic. Beyond the courses, the tracks toward fulfilling core requirements, minor requirements or major requirements are often spelled out for each campus.

B 4—**Academic calendar coordination**

A natural follow up to the cross-listing of courses is coordinated scheduling. Starting dates, daily schedules, breaks between classes and holidays are all considered. When calendars remain different, equivalences are determined for easy conversion. Evening and off campus schedules are frequently unified.

B 5—**Special academic terms**

Increasingly, mini-semesters along the 4-1-4 plan are used. Summer sessions are broken into smaller units. In these smaller units campuses get together for joint January overseas programs, intensive language study, urban projects, and research topics. The volume generated by several campuses makes options possible and each college can advertise a wider variety of opportunities for its students.

B 6—**Cross-registration**

This is the most often mentioned feature of cooperative exchange. Some institutions set limits on the number of credits that can be taken in one semester. The students' identity remains with the home institutions and tuition is paid at the home institution rate. Courses may be taught on the home campus or off campus by a local or visiting faculty member. Several studies have been conducted on cross-registration. They give a general impression of this activity as a frequent one among associations with increasing volume of participants, but still just a fraction of all registrations.

Among the 82 groups of colleges queried for this study, 43, or 56 percent indicated involvement in cross-registration. Of the 43 about two-thirds had all associated members involved in the exchange and about one-third had 75 percent or less members involved. The combined enrollment at the 43 groups was 700,000 students and 19,000 were reported cross-registering. If the average student cross-registered takes one of four courses in that manner, it is a little less than 1 percent of the course work total. If half the work is cross registered then the segment of the total is 1.5 percent. The range of the segment to the total done on any one campus was from a fraction of 1 percent to over 10 percent.

B 7—**Joint majors and degrees**

One of the wholesome effects of cooperative relationships is the loosening of tightly held franchises for degrees. Now, two or more campuses provide the work for a larger flow of students to a major field and, by sharing faculty, can give added depth and breadth to the program.

B 8—**Alternate offerings**

Upperclass courses needed for a student to fulfill major or graduation requirements can be offered less often if two nearby campuses alternate offerings. Class size minimums can be raised. The more efficient scheduling can be used to improve the quality of the programs.

B 9—**Studies of manpower needs**

Regional agencies often call upon a group of colleges to assess the manpower needs for the area. Although colleges prepare graduates for work outside the area as well as within, it is of benefit to know the needs of local employers and vocational interests of high school graduates. Such studies on area resources can be used to attract industry and to aid post-secondary institutions in program planning.

B 10—**New joint programs**

A number of instances are reported of successful applications for new programs that a single campus would not have been able to achieve by itself. Jealousy and competition are reduced in joint programs. Clinical facilities in health care programs can be located conveniently for all in the area. Expensive laboratory equipment can be spread among campuses. It is a way in which the special characteristics of public and private sponsorship can be combined for the best interest of all. Public funding can be combined with philanthropic help to support new joint programs. Some examples of joint programs are environmental studies, health care, gerontology, computer science, and fine arts.

B 11—**Academic advisement**

Reports indicate that academic advisement is handled in many different ways. Not all campuses have effective advisement programs. The recent swing to a free elective system has made the student his own adviser. Some campuses have used only those faculty who are interested and skilled at the task. At least one campus uses a trained professional staff for counseling. With course interchange, the student becomes a citizen of a larger learning world and the need for advisement also increases. On the one hand, the fear persists that the counseling situation could get worse, and, on the other, there are examples of improvements through training conferences, better record keeping, and more convenient student access to counselors and information.

B 12—**Teaching resources**

Shared teaching resources add a dimension of versatility not otherwise possible to most institutions. Reserve collections in libraries, union listings, overnight delivery of books and equipment give the faculty member and the students more and better resources to work with. The subject field teacher has a parallel colleague with whom it is desirable to work rather than compete. The combined strength of film collections, media equipment, and teaching substitutes in case of illness or sabbaticals all give the smaller combination of schools some of the advantages of their larger university associates.

B 13—**New pathways to a degree**

The concepts behind the university without walls and the external degree institutions can be adapted to combinations of institutions in an area. A few associations of institutions have gone so far as to offer degrees themselves. Taking work toward a degree in a different academic or non-academic setting with the help of multi-campuses is then possible. The resources and area coverage of a cluster can add immeasurably to the quality and number of alternatives.

B 14—**Special purpose programs**

There are some programs that by their very complexity and special talent requirements need either a very large university to accommodate them or an equivalent cluster of campuses. Traditionally veterinary medicine, professional fine arts, forestry, engineering and linguistic studies require a setting larger than a small campus. There are some programs that are not expensive and do not require public funding that groups of campuses could offer collectively. Reported examples include management internships, arctic research, campus abroad, campus afloat, and urban development.

B 15—**Related Academic programs**

Military programs for the preparation of officers have traditionally been conducted on campuses of the armed forces or at selected colleges. With the present reduction of armed forces personnel, there is less need for graduates with officer training, and several colleges have shared a program rather than lose it.

Many larger industrial corporations run their own degree granting post-secondary programs. Even more of them depend on paying for courses at existing colleges. Some assimilation of these efforts into area-wide programs is likely.

C—Faculty and Staff

C 1—**Faculty appointments and assignments**

A new flexibility in appointments is opened up by multi-campus options, joint or exchange services, pooled lists of potential candidates, joint recruitment and interviewing. In some institutional groups, the faculty contact is with the association rather than with any one campus.

It is attractive to some of the most talented people to accept a semester or annual appointment shared between several campuses. In this way, the very special talents of, for example, a violinist or a political figure can be brought intimately to a campus for a short period of time.

The expert on taxation or environment at one campus can be invited to associated campuses for enrichment of programs by special lectures or a short term in residence.

Norman Kaufman reports in the *Higher Education Review* Vol. 1, No. 1, Fall 1977 that 74 of 106 consortia listed in Patterson's 1975 Directory were involved in academic programs across institutions and 33 specifically mentioned faculty exchange. This query was put to 130 groups. Again, the number of faculty involved in exchange as a percentage of all faculty is small.

C 2—**Team teaching across campus**

The rich resource of hearing live debate between experts or contrasting specialists is possible with multi-campus sharing of staff.

C 3—**Faculty audit privilege**

This opportunity may be used by younger faculty wishing to pursue a second field of study or just for the benefits gained by hearing colleagues share ideas and procedures.

C 4—**Tuition waiver**

The faculty member may benefit from course work for credit, but more often the staff enjoy this as a fringe benefit. Frequently this can be accompanied by release time. When this opportunity is also available in area colleges of the group, it becomes quite attractive.

C 5—**Listing of faculty vacancies**

It is now common to list jointly the vacancies in the teaching staffs. Candidate search and review may also be done collectively.

C 6—**Assignment of teaching assistants**

Those interning for doctoral requirements are given teaching assignments on more than one campus. Splitting the assignment has the utilitarian benefit of balancing institutional teaching loads and gives the young teacher a wider exposure to teaching opportunities and possible placement.

C 7—**Sponsorship of professional journals**

The cost to one campus of giving the time of a faculty member to edit a professional journal is often more than can be afforded even for the recognition involved. Several campuses can share the honor and provide some informal liaison between the campuses as well.

C 8—**Position papers**

Frequently institutions are called upon to prepare position papers for legislative committees or business groups in the fields of faculty competence. Greater weight is carried by a group response and some projects are larger than one campus can manage. Position papers have been jointly prepared in the fields of energy, employment of youth, area manpower needs, population projections, and the economic impact of proposed legislation.

C 9—**Grants for development and research**

Certain skills are required in preparing grant proposals and these are often spread among campuses. Coordinated efforts to prepare proposals are favored by those who have tried it. Several campuses addressing a problem in a joint proposal can often muster more resources and thus have a better chance of obtaining funding approval. Some areas of research take a larger effort than one campus can give. Joint research efforts open up more possible projects for funding.

C 10—**Attendance at professional conferences**

Most faculty report that there are more worthwhile conferences each year than there is time or money to attend. One method of sharing the benefits but limiting the costs is to have a representative attend and report the experience to his colleagues.

C 11—**Faculty development**

A considerable amount of the grant funding to consortia has been related to the improvement of teaching. Grant funding has been used for conferences, consultants, diagnostic help, and evaluation. Faculty development is also encouraged by opportunities to complete further work, to do research, and to obtain benefits based on merit. Joint campus efforts linking a graduate university with the cluster can make access to the means of professional improvement easier.

C 12—**Special assignments**

The faculty work load is made more interesting by some new flexibility in joint campus programs. The semester abroad, the mini-semester for travel, research projects or area studies gives the faculty member a wider variety of upperclass offerings to teach and the stimulation of a different environment.

C 13—**Program evaluation**

Progress with objective measures of classroom achievement makes coordination of programs and segments of programs for a degree easier. Both the planning and evaluation of joint programs is now reported by a number of groups.

D—Facilities

D 1—**Administrative space**

Office space for the partnership or consortia is usually provided by one of the institutions. Occasionally it will be located in a public building, such as a library, or in a rented building. When on a campus it can be part of the president's suite or in the deans' offices. There is usually a director's private office, secretarial space, a conference room and storage space.

D 2—**Classrooms and teaching laboratories**

The teaching space is arranged at a place convenient to students and the faculty member. When it is not on the home campus the faculty member is, of course, without office space. Laboratory materials are usually supplied by the host campus. If the space is convenient and well appointed, it makes little difference which campus it is on.

D 3—**Library, media centers, radio and television stations**

Exchanges of library materials antedates most consortia. Recent innovations include overnight delivery by van, union catalogs, coordinated acquisitions, common library cards, and computer programs from a common computer. Media equipment purchases are part of an overall plan and all units are compatible. One television or FM radio facility is often shared among several campuses.

D 4—**Common center**

When none of the campuses are located in a central or urban site, a common center is either leased or built. This building houses offices, classrooms, and related services. Sites include military bases, national research laboratories, downtown office buildings, and abandoned public schools.

D 5—**Telephone interconnections**

Direct and toll free dialing are reported as a means of convenient communication. Institutionally owned equipment offers some flexibility of cost advantages. There is one report of televised inter-campus linkage.

D 6—**Bus service**

A number of cooperative arrangements include bus service between campuses. The route, with frequent service, runs between campuses and is open to all users. Urban campuses have petitioned for augmented public bus service and stops on campus. Like any other bus service it is affected by weather, overloads, and breakdowns. Most users who were contacted reported they like the service. They use the service for transportation to classes, commuting from a residence, and visiting other campuses for dating and attending athletic or cultural events.

D 7—**Computer service**

The evolution of computers has been toward smaller, free-standing installations that make it possible for a single campus to have one of its own. Computer networks still thrive and sharing resources between campuses has some merits. The larger capacity has research capability. A common file can be kept in one place for all campuses. Be it distributive or central-mode network, sharing of information and services via computer is of continuing value and makes the distances between learning centers less of a problem.

D 8—**Special collections**

Some donors choose to give collections of paintings, artifacts or books to a regional representative rather than a single institution. These collections may be housed on one campus but are for the use of all. This may portend a regional museum that all institutions share. Special exhibits can be rotated among campuses.

D 9—**Courier service**

The means of delivering parcels, laboratory samples, and films between campuses is often a station wagon moving on a set schedule to established delivery points. The vehicle may also double as a taxi service for those who can fit its schedule.

D 10—**Facility and equipment grants**

Joint requests for facilities and equipment are made through the central office of the association of campuses. The physical entity can be either owned by the association or fractional parts by each campus. Because of public-private procedure complication it is often easier to rotate ownership of special equipment with each grant.

D 11—**Special facilities**

Reports were received of joint use of day care centers, recreational facilities, conference centers, and service units such as hospitals, clinics, hotels and research centers. On occasion these are held by a third party such as a foundation or a county agency but developed with the express purpose of useage by the colleges.

D 12—**Warehousing and servicing**

When joint bulk purchasing is used, the shipment to campuses is held in a facility owned or leased by all. This warehouse not only stores bulk items, but also provides some services for maintenance of heavy equipment and trash disposal.

D 13—**Unique services**

A group of colleges can combine to obtain unique services. One is energy loss studies by heat prints taken of adjacent campuses. Another is the use of microwave or private telephone switchboard for inter-campus communication. A surprising example was the money transfer when a public college took over the campus of a parochial institution. The religious teachers taught their students "public courses" for public pay then donated the income to their students' scholarship grants. It apparently worked satisfactorily, though its legal merits may be questionable.

E—Student and community activities

E 1—**Cultural events**

This is as much a rescheduling of existing singly booked events as it is a new venture. What is new is the broader range and better balance of activities and some cost savings earned by multiple engagement of the same talent. Theme conferences for area and regional celebrations benefit from this approach.

E 2—**Travel services**

Coordinated travel bureau services between campuses, particularly for charters, with announcements and promotion done centrally yields low costs and assured minimums.

E 3—**Credit union**

Extending what has been a campus cooperative to an association activity has occurred at least in principle. The larger pool of financial resources makes the operation more adaptable to depositors as well as borrowers.

E 4—**Work opportunities**

Opportunities reported are association-wide work-study programs, internships and apprenticeships. Campuses located in commercial areas usually have more opportunities for jobs than rural areas. By working together the associated campus can increase the total number of job opportunities available for students.

E 5—**Placement service**

Most colleges run a placement office for their graduates and alumni. Sharing between these offices is reported and is useful in high demand areas and for maximum exposure of the graduate to employment opportunities.

E 6—**Community surveys**

The community helps shape the colleges and it is in the best interest of the college to help the community grow. Among the cooperating institutions there is often the expertise needed to develop surveys of growth potential and of plans for development. Reports tell of feasibility studies for new industry. Other studies include soil tests, population trends, crime, corrections, local government, tax structures, and environmental impact.

E 7—**Housing**

There are times when the residence halls on one campus are overflowing while those at a nearby campus are only partially filled. If the campuses are part of a larger coordinated housing plan, adjustments can be made. Intercampus housing arrangements also facilitate work-study programs and special curricular programs such as intensive language study. Faculty housing is also benefited when an association leases a block of apartments near the several campuses or near a common research station.

E 8—**Health care**

The average campus infirmary is modest and depends on more comprehensive community health care facilities. Services could be improved if the facilities at each campus were programmed and staffed as a group. Health maintenance organizations have shown benefits in working with a larger population. Several groups report this under study.

E 9—**Career counseling**

A new level of career counseling is created by the office of the association. It can also bring resources from the campuses or new kinds on a consulting basis. One successful career counseling scheme has been a multi-campus list—a Careers Resource Book—of successful graduates willing to talk about their careers with those contemplating entering them.

E 10—**Remedial services**

Some efficiencies in special clinics, such as speech and hearing, accrue from working with a group of campuses.

E 11—**Student newspaper**

Experimentation with intercampus weekly newspapers is taking place. In some cases there would be no campus newspaper without a joint effort.

E 12—**Food service**

Several associations report allowing students to use any of the meal service campus facilities. Others allow a limited number of exchanges. Students prefer a food contract that allows them to eat where they study. Cross-registration will lead to pressure for that option.

E 13—**Descriptive brochures**

The guidebooks to colleges in Ohio and New Hampshire represent a trend toward presenting a broader picture of college opportunities in an area. Admissions brochures are the second most frequently reported joint publications. In regional clusters one does not just attend a campus, one becomes a participant in a family of campuses. This is an advantage when some campuses are for men or women only, some urban, and others experimental.

E 14—**Area events**

Associations of colleges can pitch in and help an area with special events such as a winter carnival, homecoming, employees' day and, of course, college days. Many smaller communities are quite dependent on the college and vice versa. Working together is reported frequently with good feeling and mutual benefit. [In a few cases the college has become a town for all practical purposes, running fire, police and other essential services for the residents.]

E 15—**Opportunity centers**

A special project of a few schools is to address the need of urban areas' concern for the proper preparation of students for college admission. The educational opportunity center identifies and assists those interested in college. It is frequently a joint venture of the colleges in the area. Until such time as secondary schools provide adequate preparation for these students, institutions will have to provide special assistance.

E 16—**Clearinghouse for calendar dates**

Several associations report good results from a calendar committee that reviews an annual joint activities calendar in advance and arranges schedules to give ample opportunity for each event to have a good audience. This coordination makes it possible for key people, such as presidents, to attend and aids in a more even use of facilities.

F—Special Activities

This category was saved for the special, unique, extra-ordinary activities. They are not representative. They illustrate the wide range of activities reported or observed among cooperative arrangements.

F 1—**Act as a substitute campus**

A county may ask a private four-year liberal arts college to act as the public community college for the area and provides funds for this purpose.

F 2—**Unilateral assistance**

Occasionally there is a partnership between a large and a developing institution that is entirely one-sided. The major institution helps in the development of its partner's faculty by providing doctoral level work, special summer programs, and conferences on the campus.

F 3—**Taking on a non-academic partner**

It is reported that regional clusters invite non-academic organizations to join their consortium. These may be businesses, hospitals or foundations, that lead to the operation of clinics, research facilities, business enterprises, and development of recreational facilities.

F 4—**Political lobbying**

An activity not always publicized, but nevertheless real, is the combined effectiveness of an association working on the legislative representatives of a region, and the ability to mobilize the public to respond to issues. Alumni represent a potent force for lobbying and for influencing public opinion.

F 5—**Production of national public television materials**

At least one example exists of an association of colleges preparing material used on the national PBS network. The resources came from a grant.

F 6—**Talent search**

One group has made a talent search among the disadvantaged veterans to jointly appeach able students for the purpose of enrolling at any one of the cluster campuses.

Models and Variations

In each of the three types of institutional groups just cited there are successful ventures, some of them extending over more than a decade. We also found abundant evidence of relationships that did not continue when key people moved or when grant funding ceased. The viability of these cross fertilizations is still a matter for further investigation.

In this section three examples of Type A institutional partnerships are described, followed by four Type B regional/urban clusters examples, and three models from the wide range of Type C specialties. They are typical and broadly representative. Because there is a variety of arrangements in each category, it is natural that the models display that same individuality.

Beyond the practices, activities, and organizations of each of the models, there exists below the surface the hopes, fears, friendships, and financial vicissitudes of each relationship. In spite of these complexities, looking at the structure of successful ventures will be of some value. But the warning that not all problems are apparent should be heeded.

Type A Institutional Partnership

Warren Wilson College and Appalachian State University

In North Carolina's mountains a partnership has flourished between an internationally minded college formerly a two-year institution, and a regional state university that is highly innovative and adaptive to the needs of its immediate area and the world. These two campuses, a two-hour drive apart, have established an unusual affinity. It might not have happened had not President Reuben A. Holden of Warren Wilson College and Chancellor Herbert W. Wey of Appalachian State University sparked the idea with their staffs. A Ford Foundation grant for 1975-77 helped set the plan in motion. The grant is now ended but many of the activities continue. The 1976 report of the project, *Academic Adventure* by Daisy W. Eggers, the program director at ASU, describes the activities with the hope that this partnership will be a model.

Among the ongoing activities are: student exchange, faculty exchange, language study, workshops, a film festival and an artists and lecture series. These continue out of an expressed interest in improved teaching and learning and in sharing some contrasting strengths. The number of participants is relatively small—perhaps 1 percent of the campus population is involved in activities such as student exchange and faculty exchange.

One is impressed with the efforts of the two institutions to overcome their dissimilarities. The campuses are too far apart for much library resources interchange or for cross-registration. The work program at WWC of 15 hours a week is a part of the students lifestyle and is built into their fee structure. It was necessary for the ASU students attending WWC to engage in this program and for ASU to provide it for the students from WWC going there.

The institutional size difference of more than 10 to 1 would seem to make ASU the lender and WWC the borrower. Such is not the case, with each contributing to the cooperation. The international student body at WWC, its strength in languages, plus lectures of merit provide a fair trade-off with its larger partner.

Messiah College and Temple University

Messiah College, located in Grantham, Pennsylvania, some 100 miles from Philadelphia, decided, in cooperation with Temple University, to establish a presence in Philadelphia and to allow its students to take courses at the university. The college has secured five town houses on Broad Street across from Temple's campus where 60 students live under the supervision of a faculty member. Students pay their tuition to Messiah College but take their courses at Temple. The courses include engineering, business, and other fields not offered at the home campus. Degrees are conferred by Messiah College. An informal agreement exists with Temple for the course work and payment of costs. The students are enthusiastic about the experience in the city and at the university.

The plan was initiated by President D. Ray Hostetter of Messiah College as a means of providing a wider scope of courses for students and an urban window for the college.

Ouachita Baptist College and Henderson State College

Ouachita Baptist College and Henderson State College are located almost across the street from each other in Arkadelphia, Arkansas, a small town 75 miles southwest of Little Rock.

They are similar in size. OBC has an enrollment of about 2500 and HSC about 3500. Students can cross-register and courses are cross-listed. Many cultural events are joint ventures and the two institutions work together to promote a cooperative College Day. Although there is a traditional rivalry in sports, there is a mutual boosters association. The two presidents were responsible for initiating and sustaining the present relationship, but the tradition of cooperation goes back many years. An unusual feature of the small town partnership is a project, in cooperation with a local foundation, to acquire land for a recreational area and for a conference center.

Type B Regional/Urban Clusters

The Five Colleges, Inc.

This highly successful venture of five Massachusetts colleges has the double advantage of close proximity to each other and complementary campus features. The cluster includes one prestigious men's residential college, Amherst; two well regarded women's colleges, Smith and Mt. Holyoke; an experimental college, Hampshire College and the Amherst campus of the University of Massachusetts. Each has ample capacity for housing students so each student has a "home" identity. The area is a series of contiguous towns. It is a 25-minute bus trip from one end to the other.

Each campus seeks its own students, but before long the students find each other and a wide variety of courses and social events. Cross-registration is in the thousands. Faculty exchange and visiting artists are frequent. Meal service, when necessary, can be obtained without added charge on another campus. The inter-campus buses carried 800,000 passengers last year. Of the 6,200 cross-registrations last year preference ran 2 to 1 for Amherst. There are several common departments: Astronomy, Slavic, Italian and Black studies. An FM radio station and one newspaper serve all five campuses. Students can exchange residence halls. Five faculty appointments have been jointly made. Information publications include maps, bus schedules, common course listings, schedules of activities, and flyers on each of 20 major area programs. There is a special telephone number to call for information.

The executive director of the consortium meets every two weeks with the four college presidents and the vice president of the Uni-

versity of Massachusetts. There are many working committees. The budget is currently $1,000,000. Each college contributes equally and there is some grant money.

The arrangement began in 1965 with the urging of top administration and now is sustained by strong executive leadership and an interested faculty. The cluster has pioneered in seeking telephone alternatives, joint forms for some employee records and a contract for aerial infrared photographs to detect building heat losses on the five campuses. A sampling of comments from students, faculty, and townspeople was favorable. The project is well known and considered an asset.

The Kalamazoo Council of College Presidents

On May 7, 1973, the four presidents of the post-secondary institutions in the Kalamazoo, Michigan area drew up a policy statement that they hope will serve as a model for others. It says, in part, "The presidents are committed to the principle that their institutional diversity represents one of the great strengths of the American system of higher education. They are also committed to work together to insure that they make the best use of their resources, serve the community in ways that are complementary rather than competitive and through selective planning and joint programs and joint use of resources that they increase the level and quality of service to their students, faculty, and community. . . ."

The cluster includes Western Michigan University, a state university with an enrollment of 20,000; Kalamazoo Valley, a community college of 6,000; and two private institutions—Kalamazoo College, enrolling 1,500, and Nazareth College, enrolling 540. Together they cross-register, exchange library holdings, exchange faculty, and share musical programs, social activities, teacher internships, facilities, computer programming, and audio-visual equipment. Since its inception more than 10,000 cross-enrollments have been logged, with the number currently at 3,500 per semester. Library usage is extensive with, for example, more than 17,000 uses per year of the Kalamazoo College library by Western Michigan University students.

The institutions have a joint approach to legislators, environmental studies, energy conservation, bicentennial projects, urban research, management programs, and a health education center. They have developed a weekend management program, a center for metric studies, a Sunday college, a high school articulation program, and a business-academic dialogue program. They have worked together to exclude from the area any programs they are equipped to do themselves.

Initiation of the area-wide approach was very much the work of the presidents. They sought to establish in advance the kind of cooperative relationship that the 1202 Commission would eventually recommend. They have formulated an impact statement showing their combined efforts. In 1977-78 the cluster served 60,000 students with a full-time faculty of 1,190, a staff of 1,926, a physical plant valued at $180 million, and a budget of $94.5 million. Although not an ideal set of complementary partners, they have made it work.

The New Hampshire College and University Council

Although some serious financial problems lurked behind the scenes, this association of New Hampshire colleges grew from positive roots. Here was a well distributed cluster of 12 colleges and the University of New Hampshire. Each college is relatively small and traditionally self-sufficient. They decided they could provide more resources together than separately. New Hampshire is a compact but largely rural state with a recent influx of population at twice the national growth rate. Originally there were 13 campuses, but one, Mount St. Mary's, found it necessary to close and the neighboring schools made the transition for faculty and students less traumatic.

The vision of these colleges was the need to look beyond a typical New England college to a marketing strategy and a way to trim a million dollars from their collective budget, without reduction in quality. A three-year Kellogg Foundation grant has made this reorientation possible. There is now common planning, effective means of handling crises, a joint admissions procedure, and a splendid brochure describing the advantages of each of the campuses. On visiting the campuses one gets the impression that this third dimension is a reality. The diversity of the campus settings, some with great beauty, gives the potential student a broad choice. There is the feeling of interinstitutional connection, an overall plan, and a balance of resources in the system. In 1977 the public institutions enrolled 19,902 students with a budget of $76.1 million. Private institutions enrolled 15,854 students the same year with an operating budget of $87.8 million.

Although the institutions' presidents have been very much the leaders in this evolution, this approach is unique in that it depends heavily on outside consultation and thorough internal discussion. Headlines in the local press read, "Averting a financial crisis," "Recovery from a financial crisis stronger than ever," "Reorganizing for steady state," and "Closing by design."

A candid and absorbing workshop was sponsored by the Council for Interinstitutional Leadership in Chicago, March 1978, to describe the New Hampshire approach. This has become a cooperative state-wide delivery system. It is cost effective. It uses common market strategy. It actively seeks funding and new markets, such as continuing education.

A high level of professional management and consultant help now characterize the leadership of the association. The presidents of the colleges are members of the Commission on Post-secondary Education of New Hampshire.

The Associated College of the St. Lawrence Valley

Another well balanced and well managed cluster is composed of four institutions located in upper New York State along a 12 mile strip of highway between Canton and Potsdam: Clarkson College, St. Lawrence University, SUNY Agricultural and Technical College at Canton, and SUNY College at Potsdam. Together they represent 12,000 students, 1,700 faculty and staff and 450,000 library volumes. The group was established in 1970 as a multi-purpose consortium largely through the leadership and vision of the presidents. It is creative, well documented, and forward oriented.

Among its activities are cross-registration (700 per year) with permission to take up to two courses per year at the host campus, tuition charges, faculty exchanges, seminary, inter-library loan and rapid book delivery, computer and other facilities sharing, cooperative bookings and cultural events, student admissions, counseling, and a bus service. It prefers to place its resources in tangible assets such as a growing film library. The consortium keeps its bargaining power intact by writing its own faculty contracts, and by maintaining a close working relationship with the presidents of the institutions.

The consortium is governed by a policy-making board of trustees, which includes the president, administrators, faculty and students from each institution. Various committees bring together the essential people for each function. The executive director, Fritz H. Grupe,

maintains a position of national visibility by frequent articles in professional journals. There is cost effective consciousness and a wholesome desire to make the activities contribute to expanding educational opportunities for the students.

This group represents a complementary set of circumstances. It is in a remote area, the institutions are in close proximity; two are public, two are private, two are technical and all are of moderate size. Together the institutions have many of the characteristics of a university. They also have the usual concerns about enrollments, budgets, hard winters, and changes in the community

Type C Special Purpose

The Committee on Institutional Cooperation

An important level of interinstitutional cooperation takes place among senior institutions. This outstanding example is considered in the Type C special category because the region is not a part of a state, nor a whole state, but seven states of the mid-west. In 1959, the Big Ten Universities invited the University of Chicago to join them in the Committee on Institutional Cooperation (CIC). The membership is: University of Chicago, University of Illinois, Indiana University, University of Iowa, University of Michigan, Ohio State University, Purdue University, and University of Wisconsin. For 30 years through wars, expansion, and financial stringency the CIC has served an important purpose to facilitate the sharing of information and the development of cooperative activities.

To some degree the CIC was the Midwestern response to such regional groupings as WICHE, SREB, and NEBHE. There is no written constitution or by-laws. Two important documents are issued yearly; an *Annual Report* and *Development and Experiment in College Teaching*. The presidents continue a strong role in its management. Each institution contributes $12,000 annually. The rest of the budget comes from various grants. The total annual budget is approximately $600,000.

CIC acts as a broker for programs, locating them at member campuses and using existing faculty and staff. When a need was felt to let doctoral candidates pursue their studies on more than one campus, a traveling scholar program was set up. More than a hundred candidates participate each year. When scholars from several campuses wanted to do field work in the Rocky Mountains, a geology field camp was established. Deans and other administrators find it useful for CIC to set up regular meetings in Chicago with an agenda of common interest. A common periodical library has been set up for CIC members through the Center for Research Libraries in Chicago. CIC also has a strong interest in increasing minority enrollment. It is studying ways to limit catalog costs, to make university press techniques more efficient and to maximize the benefits of joint warehousing of materials and equipment.

Kansas City Regional Council for Higher Education (KCRCHE)

This Council serves two important functions and it is the second function—that of a broker of grant funds to other clusters—that places it in the Type C category. Its other function is as an urban consortium of Type B and a very good one. KCRCHE has 14 members with 22 campuses in the greater Kansas City area. Strong leadership and a knack for getting funds has characterized it. A program of seminars for faculty improvement is well conceived.

The reason KCRCHE becomes a special purpose association is the task it has taken on of administering a Kellogg Foundation grant of $348,137. The grant is for the professional development of the 22 campuses represented by KCRCHE, by utilizing the knowledge it gains in terms of individual consultations, internships, formal training and retraining, and personal and scholarly activities. These are believed to assist teachers and administrators achieve more effective levels of performance. What makes it unique is the use of four models of clusters around the country that it will help finance in this quest: the Cleveland Commission of Higher Education, the Independent Colleges and Universities of Michigan, the New Hampshire College and University Council, and the Pittsburgh Council for Higher Education/Southwestern Pennsylvania Higher Education Council. KCRCHE, in helping itself, will indirectly help others. This is a new level, a second tier of leadership, that deserves special note.

The Association for Graduate Education and Research for North Texas (TAGER)

TAGER is an association of seven institutions on 10 campuses and several major corporations in the Dallas-Fort Worth area providing academic programs on a television network serving 20 locations. It was founded in 1965 to develop cooperative programs, to enhance higher education and open avenues to obtain optimum utilization of faculty and other academic resources, and to provide the greatest possible benefits to students and participating institutions of the North Texas area. Austin College, Bishop College, Dallas Baptist College, Southern Methodist University, Texas Christian University, Texas Wesleyan College, and three campuses of the University of Texas make up the academic membership. General Dynamics, Texas Instruments, and Xerox are among the industrial receiving locations.

The association offers course work at the graduate level to corporate employees and others at $100 per credit hour. Courses are offered in the fields of computer science, engineering, history, mathematics, philosophy, psychology, sociology, and statistics.

TAGER is managed by a president, Gilbert A. Peters, and a board of trustees composed of university and lay leaders. There is also a widely representative committee of the participants and a program council. The institutions offering the work for credit retain the right of admission of students. The offering institution also sets up the prerequisites for the course.

The stimulus for TAGER's beginning came in large part from a generous gift. Its present function is somewhat similar to Genesis in Florida. It is Type C because it provides a very special means of delivery of courses to a wide spectrum of institutions and corporations. Its emphasis on graduate work gives it a research orientation.

Leadership: Initiators and Sustainers

When the question was asked, "How did the cooperative arrangement get started?", the reply often became a story of how at a luncheon the presidents agreed it would be a good thing if they shared their special resources. A small joint committee would be formed to pursue the matter and cooperation was underway.

The next most frequent response to the question names deans and key faculty members as the initiators. In Medsker's study more reporting institutions credited faculty and staff rather than top administrators with conceiving the cooperative arrangements. Only the special purpose associations were originated from outside agencies.

Whatever the genesis, the presidents must give their consent and establish management procedures. This can be as informal as the principals agreeing on certain exchanges to the formation of a three-level management organization. An example of the latter would be a charter and a board of directors, a council with representatives from each campus, and a clutch of program committees. In most instances this is a volunteer organization. Executive leadership is obtained by naming a director, and on occasion an assistant, for each campus. Released time is commonly used for the people in these functions. In the larger associations the board employs a full-time executive director, usually on a one-year contract. This can be a risky undertaking, of course, unless the appointee has tenure at one of the campuses.

Sustaining the association is most often credited to those with the ongoing leadership responsibilities. Presidents do give generously of their time during the organizational period, but thereafter play a lesser role. Grants often shape the direction and longevity of these associations and foundation officials interact with campus leadership in many instances. The faculty and students who shuttle between campuses deserve part of the credit for success. Occasionally faculty receive overtime or transportation allowances plus an assured full teaching load. Even a sound program takes well executed promotion to attract users. Those who devise effectively persuasive communications techniques for the consumers make a significant contribution to the continued success of the cooperative programs.

Financial Arrangements: Costs, Budgets, and Cost Benefits

The typical consortia budget divides into program costs and administrative costs. Faculty and student exchanges do have some program costs, but these are often minor. They include travel, living away from home, work programs, and tuition differentials, which are usually indirectly absorbed. Other so-called add-on programs, such as an artist-in-residence or bus service, will increase the budget. Some joint activities—combined purchasing, cultural events, overseas charters—actually reduce costs for the partners. Savings were also reported by centralizing certain service functions such as a film library and a computerized payroll system.

In the large associations, the annual budget for office space, supplies, and the salaries of a director, staff assistant, and secretary is frequently $500,000. Small partnerships use the barter system and no direct costs are identified.

Income is generated by charging each member college a flat fee or a fee based on enrollment. Frequently a large public institution will absorb the cost of the director from its staff, and occasionally the obligation is rotated. Bus service is provided without charge.

In most arrangements food service and tuition are reciprocal. Some institutions are beginning to keep records of student exchange and there may be a need for payment of cost differentials if the student flow becomes excessively one-sided. It is likely that there will be stricter cost accounting in these areas in the future.

Trends in Participation: Changing Members and Clusters

The average length of existence of the 170 associations studied is five years. Sixteen of them, or 9 percent, are in their first year. Only a few are 25 years old.

Turnover can only be estimated, but appears to be close to 10 percent per year. Funding reverses, changes in administration and organizational problems are reported as causes of termination. Net growth is estimated at about 5 percent per year.

One explanation for growth in the number of cooperative arrangements in a time of stabilized, if not shrinking, enrollments is the conscious choice of choosing partners before they are chosen for you.

The most rapidly growing sector of associations is the Type B regional consortia within a state. Most regions are still without active associations.

The number of cross-registrations, passenger miles on bus routes, computer utilizations, inter-library transactions, and items jointly purchased is clearly up.

Pairs of institutions are less well represented in cooperative arrangements than was anticipated. The net gain for a pair may be modest unless the institutions are very different. A cluster of 10 institutions, if close together, holds greater promise. Brokering of services and exchange of credits is simplified in a state-wide system.

A major university can prepare undergraduates for 70 or more major fields. A small liberal arts college finds it difficult to manage 25 degree programs. By clustering, there are reciprocal resources to close this gap and retain students, and to add greater depth in a limited number of fields. Most colleges would like the best of both worlds—the association and their own private domain.

Relationship to the Work of the 1202 Commissions

When Congress set up the 1202 Commissions to assist states in developing cooperative relationships between post-secondary institutions, it left each state wide latitude in establishing its Commissions. In some states, such as New Hampshire, institutional presidents are very close to the Commission. In others, the State Education Department plays a dominant role. In most, a broadly based group has gathered data and published information on available resources. The planning activities of the 1202 Commissions of the various states has been reviewed and a summary of these activities for 1975-78 is reported below. It indicates a general movement from inventories to reports to proposal statements.

1. Data gathering and studies
   - Interests of high school students and manpower needs
   - Projections of post-secondary enrollment
   - Types of federal grants
   - Inventory of post-secondary programs
   - Study of the benefits of post-secondary education
   - Methods of tenuring faculty
   - Coordination and analysis of HEGIS reports
2. Information dissemination
   - Directories of institutions and programs
3. Planning and updating existing plans
   - Master plans and long range plans
   - Special plans—by region, by occupational needs
   - Modeling—regional development, cooperative relationships
4. Action programs
   - Conduct workshops
   - Develop new campuses
   - Initiate a data base system
   - Develop a methodology for determining costs
   - Implement a program for student aid

Over the four-year period the trend of Commission activities has been, as might be expected, from fact finding to planning to dissemination to required reporting of data and, most recently, sponsorship of action programs.

So far the gap between the activities of the 1202 Commissions and the work of partnerships and clusters has been sufficiently great that each has made a valuable contribution to cooperation. But the gap is narrowing and the trend is toward uniform reporting and setting service area boundaries. If the trend continues into inquiries about cost effectiveness and duplication of services, the interests of the Commission and cooperating institutions may conflict.

The passage of Proposition 13 in California and the potential for a national taxpayers revolt will surely impact on the management of post-secondary education. If funds to local governments are drastically cut, the public schools and community colleges will be first hit. Reduced funds to education could make the need for reciprocities between campuses even more urgent. It is too early to gauge the net effect of nation-wide actions similar to Proposition 13.

Some Characteristics of Success

The success of cooperative ventures depends on one or more key characteristics of the members involved. These include:

1. **Geographical proximity.** This is essential for easy access to cooperative activities. Library resources, courses, and cultural events must be close to where students and faculty live and work.
2. **Complementary resources.** It is important that each has something to share that will enrich the learning possibilities for the group, even though balanced reciprocity is not always possible. In like-kind institutions there is often a glut or a shortage of the same services and resources.
3. **A climate of understanding.** This results from adequate information flow and the good will of those who participate in the joint venture. This also requires a muted level of competition and a desire to improve the quality of the other partners and the community.
4. **A special service no one campus could provide.** Many joint activities are related to critical mass or a unique facility. Urban centers, cultural events, use of expensive equipment, and specialized departments flourish under group management.
5. **Presidential support.** The responsibility rests with presidents to balance the risks and benefits of partnership and communicate leadership decisions to colleagues, governing boards, and state government.

Achievements and Implications

The 170 current association of colleges engaged in cooperative arrangements are a *positive response* to the changing conditions in post-secondary education. Their predominant goals are quality of programs and expanded opportunities. Their efforts are a fresh response to the fixed geography of campuses and the tightly held degree franchises that are hard to maintain alone.

As a fraction of the total activities of the campuses, cooperative exchanges represent about 15 percent of the major tasks, such as course taking and teaching; perhaps half of the special tasks, such as seminars on teaching improvement, and almost all of many new ventures, such as bus service and internships. An important by-product of cooperative arrangements is the opportunity it has provided for faculty to know people on other campuses, as well as their programs and traditions. The faculties now teach and grade each other's students.

The third party in these partnerships is the common community the institutions represent. Benefits accrue not only to students, but to all who use libraries, attend cultural events or even ride the buses. "Opening up" has meant, in most cases, opening up the richness of the campus to the community.

There are some cost benefits reported. Lower unit costs with increased volume does make good sense. There are also some additional costs. Enrichment and better access are seldom free.

Post-secondary education has become a buyers market and may remain so. Colleges in consort are a more competitive unit. It is an indirect way of being large, yet remaining small. It contains some of the flexibilities that must be used if unit production costs in higher education are to be reduced.

To the complaint that, "this (association) is but one more agency," should be added the footnote that it does not seem to be self-perpetuating. If the association does its work well, its function may be absorbed into the exisiting structure of the participating institutions over the next decade or so.

Recommendations and Policy Guidelines

The thrust of these recommendations is practical. They identify the major issues and the persons to address them. They also reflect the persuasion of the author that these cooperative arrangements are valuable and timely and should be encouraged. This study has been an exploratory one in which the data inform but do not require many specific recommendations. Further studies, particularly longitudinal ones, will permit fuller responses to growth patterns and cost effectiveness techniques for establishing new clusters.

1. **Governance**

The partnerships and clusters of private and public institutions are dependent on the wholesome status of both the private and public sectors of higher education. A continuing balance in the system is most likely to provide the mutual respect, creativity, and flexibility a strong nation requires. The regional cluster of campuses is an important and growing interface, therefore:

- 1202 Commissions should encourage the *voluntary* association of public and private institutions within the regional boundaries already identified in many states.
- Congress and the State Legislatures are asked to support the balanced system of higher education with encouragement to cooperation between the sectors. Funding levels and regulations on taxation should take into account the well-being of the sectors as well as the clusters that act as an interface.
- DHEW and the state departments of higher education are in strategic positions to lend encouragement to these pairings and clusters and are urged to do do.
- The boards and the presidents of institutions are asked to review their mission statements and provide place in them for area service in consort with other institutions in the area. This extension should not limit their self-determination. It would conceivably enhance it.
- Presidents and faculty leadership groups are asked to be openly supportive of inter-campus overtures and encourage them by direct participation, funding release time, and resource commitments.

2. **Access**

Helping qualified students find ready access to the programs of their choice requires continuing adaptation from the fixed campus location and limited course offerings of the individual campus. Mutual adaptation through a cluster is a more agreeable regional response than unilateral extension offerings. Social and cultural enhancement also goes with multi-campus cooperative arrangements.

- Institutions in an area are encouraged to inventory their activities and share their findings for the purpose of coordinated scheduling, joint activities, exchanges, and curricular enrichment.
- Means of transportation and communication between campuses should be evaluated in terms of probable demand and steps taken by the appropriate campus officers to provide these services at modest cost.
- Faculty members should be given incentives to do their teaching over a wide area. Among these incentives are released time, more upper class offerings, honors sections, and specialty fields. Deans and other administrators can see that the working conditions of dual employment are not complicated by a third level of reporting.

3. **Research**

Studies are needed of this new development in higher education. What are the activities, their extensiveness and the attitudes of the participants? How is leadership developed? How is the enterprise managed? Can these interfaces be made cost efficient? Are the outcomes measureable?

- Higher education centers and graduate departments of higher education are urged to give priority to research in this field.
- A new breed of administrator and teacher is required who is not oriented to a single campus but sees identity and purpose in a wider connection with the spirit and daring of a pioneer in sensing a wider area needs and multi-campus administration. Courses and internships are requested of these departments for this type of placement.

4. **Start up of new clusters**

With the potential in the United States for three times the current number of regional groups involved in cooperative arrangements and a potential participant activity level of several fold the currently reported level:

- Foundations, federal and state governments are urged to fund pilot programs and models. There should be resource allowance for new approaches and some failures. There should be early weaning away from grant support and incentives provided for standing alone.

5. **Accountability**

There is a persistent concern that in the effort to fit several institutions together by melded programs and some enrichment, the new venture will make the operation more costly than before.

- Use successful and proven business organization procedures in managing the effort.
- Find ways to reduce the labor intensiveness of the procedures.
- Monitor the process regularly.
- Review the cost in terms of the quality of programs involved and in terms of longer terms values—attractiveness to students and the achievements of the graduates.

6. **Dissemination of findings**

The reason for the development of cooperative arrangements are not widely known. They have survived many problems which ought to be better known to those who seek to form associations. Students and faculty travel a little farther. Institutions must yield a little of their sovereignty. Participants must find ways to live under two systems simultaneously. Yet the highly innovative practices and the enthusiasm of the participants must also be reported to a wider audience.

- National associations of educators are urged to investigate the potential of this interface and report these and other findings to their constituents.
- Associations of educators are invited to place the topic on the agenda of their regional and national conferences giving exemplary models an opportunity to describe their programs.

- Regional accrediting associations are asked to make the cooperative relationships with neighboring institutions a dimension of the review process for institutions.
- Successful models need support by means of wider circulation of their reports and of studies of their work.
- Those exploring the potential of consortial effort are asked to give consideration to sending representatives to successful models as interns or observers.

7. Guidelines for developing area-wide cooperative arrangements

Cooperation seems to work when:

There is a climate for accepting change.
The institutions involved have complementary resources.
Institutional leadership signals "go ahead."
The pattern of proposed services reflects actual needs of students.
Leadership is low key, sensitive, and close to administration.

Steps in setting up a cluster:

Two or more institutions through their top administrations agree that it is in their mutual best interest to initiate such an effort.
The task of implementation is delegated to trusted middle administration.
They set up a functional team of faculty and others to work out a program.
Literature is read, visits are made, and alternatives discussed.
A plan is formed, faculty is appraised, clearances obtained, and a budget is set. Then the effort is publicized.
There are frequent meetings to steer the enterprise.
Periodic evaluation, both internal and external, is made.

What state policies are likely to be of assistance?

Permissive regulations that encourage voluntary cooperation.
Determination of practical regional boundaries in consultation with institutions.
Encouragement of programs and full participation by funding -based on level of activity.
Manpower studies that show the potential for new programs and careers.
Allowing groups of institutions to share the franchise for a degree program.
Help in obtaining bus service, large equipment, and central facilities.

List of Institutional Groups by State or Larger Area in Which Private and Public Members are Represented

Alabama

Miles College and University of Alabama
Stillman College and Indiana University
Tuskegee Institute and University of Michigan
Alabama Center for Higher Education
Alabama Consortium for the Development of Higher Education
Institute for Teaching and Learning

Arizona

Chochise College and University of Arizona

Arkansas

College of the Ozarks and University of Arkansas
John Brown University and University of Arkansas
Ouachita Baptist University and Henderson State College

California

The San Francisco Consortium
California Bay Area Colleges
Greater Los Angeles Consortium for Urban Affairs
Inland Empire Higher Education Council
Southern California Conference on International Studies
Tri-Valley Educational Alliance
Pomona College, Claremont Colleges, and California State College—Bakersfield
Arnold Schoenberg Institute, University of Southern California, and University of California at Los Angeles
University of Judeaism and U.C.L.A.
California Institute of Technology, University of Southern California, and U.C.L.A.

Colorado

Otero Junior College and University of Colorado

Delaware

Wesley Community College and University of Delaware
Salem Technical College and Wilmington College

Florida

New College merger with University of South Florida
Florida Atlantic University and Florida Technical University
University of Florida Research Consortium

Georgia

The University Center in Georgia

Illinois

Central States College Association—Rock Island
Central YMCA CC, Triton CC, Moraine Valley CC—NCHEM
Lewis College and Chicago State University
Quad Cities Graduate Studies Center
Central Illinois Cultural Affairs Consortium
Chicago Metropolitan Higher Education Council
Milliken College Center
Loyola University, University of Chicago, and University of Illinois-Chicago Circle Campus
Metro East St. Louis Regional Council

Indiana

Indiana Conference on Higher Education
Consortium for Urban Education—Indianapolis
Northern Indiana Consortium for Education
Indiana University, Purdue University, and area colleges

Iowa

Drake University and area colleges
Davenport Consortium
University of Iowa and area colleges
Wartburg College and University of Northern Iowa

Kansas

Ottawa University and University of Kansas

Kentucky

Berea College and University of Kentucky
Pikeville College and Morehead State University
Owensboro Higher Education Consortium

Louisiana

Grambling College and Louisiana Tech University

Maryland

Howard University and Antioch College—Columbia
Baltimore Hebrew College and area colleges
Hagerstown CC, and John Hopkins University

Massachusetts

Worcester Consortium
Five Colleges Incorporated

Michigan

Aquinas, Sienna Heights, Hope Calvin Colleges, and Grand Valley College
Detroit Institute of Technology and St. Clair CC, Windsor
Grand Rapids Consortium
Kalamazoo Area Colleges
Michigan State University and area colleges

Mississippi

Mary Holmes College and Mississippi State University

Missouri

Mid-Missouri Associated Colleges and Universities
Higher Education Council of St. Louis
Kansas City Regional Council for Higher Education

New Hampshire

New Hampshire College and University Council

New Jersey

Rider College and Trenton State College
Consortium of Eastern New Jersey
Rutgers and Princeton Universities
Hudson County Consortium
Georgian Court College and Ocean County Community College
Upsala College and New Jersey Institute of Technology
Rutgers University and Bell Telephone Laboratories
Princeton University and Black colleges

New Mexico

University of Albuquerque and area colleges

New York

Associated Colleges of the Mid-Hudson Area—Poughkeepsie
Five Universities in New York City
New York University and Bronx Community College
Pace University and Rockland County Community College

Alfred University and Cornell University
Ithaca College and Cornell University
Association of Colleges and Universities of the St. Lawrence Valley
Manhattanville College and SUNY—Purchase
Rochester Area Colleges
Western New York Consortium
Nassau Higher Education Consortium
Empire State College and Skidmore College
Dominican College and Rockland County Community College
Long Island University and City University of New York

North Carolina

Piedmont University Center in North Carolina
Warren Wilson College and Appalachian State University
Charlotte Area Educational Consortium
Cooperating Raleigh Colleges
University of North Carolina and area colleges

North Dakota

Northern Plains Consortium for Education

Ohio

University of Dayton and Wright State University
Rio Grande College and Ohio University
Rio Grande College and County for Community College work
Cleveland Commission on Higher Education
Cincinnati Consortium
Northwest Ohio Consortium
The Ohio College Association, Inc.

Oklahoma

Bacone College and Oklahoma State University
Cameron College and University of Oklahoma
Oklahoma Christian College and Central State University

Pennsylvania

Southwestern Pennsylvania Higher Education Council
The University Center for Harrisburg
Mercyhurst College and Edinboro State College
Messiah College and Temple University
St. Fidelis and Slippery Rock State College
Lafayette College and East Stroudsburg State College
Pittsburgh Council on Higher Education
Northwestern Pennsylvania Planning Council for Higher Education
Beaver College and Columbia University NY
Gettysburg College and University of Pennsylvania
Pennsylvania State University with College Misericordia and Elizabethtown College
Harcum Junior College with University of Pennsylvania

South Carolina

Triangle Association of Colleges
Baptist College at Charleston South Carolina and University of Georgia
Clemson University and South Carolina State College

South Dakota

Huron College and University of South Dakota

Tennessee

Jackson State College and Memphis State University
Nashville University Center

Texas

Pan American University—University of Texas and University of Houston
Texas Southern University and University of Wisconsin
Texas Association for Graduate Education and Research
Interuniversity Council of the North Texas Area
Houston—Tillotson College and University of Texas

Virginia

University Center in Virginia
Consortium for Continuing Higher Education in Northern Virginia
Central Virginia Consortium
Valley of Virginia Consortium for Higher Education
Western Regional Consortium for Continuing Higher Education

Washington

Whitworth College, Ft. Wright College, and Washington State University

West Virginia

West Virginia Board of Regents
Beckley Area Consortium
Hessler College merge with Concord College
West Virginia University and area colleges

Wisconsin

Lawrence University and University of Wisconsin (Milwaukee Downer campus)

Washington, D.C.

Consortium of Universities of the Washington, D.C. Metro Area

Canadian Provinces

University of Toronto and Ontario private colleges
Conference of Rectors and Principals of Quebec Universities
Council of Ontario Universities

Puerto Rico

Council of Higher Education

Multi-State

Minnesota-North Dakota: Tri-College University
Illinois-Wisconsin: Rockford Regional Academic Center
Minn., Wisc., Mich., Ontario: Lake Superior Association of Colleges and Universities
Kentucky-Indiana: Kentuckiana Metroversity
Illinois-Iowa: Illowa Higher Education Consortium
Kentucky-Tennessee: Eagle University
Southwest: Southwest Alliance for Latin America
New England: New England Board of Higher Education
Mid-West: Committee on Institutional Cooperation

South: Southern Regional Educational Board
Gulf Regional Interstate Collegiate Consortium

All regions

Public Service Satellite Consortium
Computerized Library System—Ohio
Council for Intercultural Studies and Programs
University Consultants—statewide planning
ACTION Consortium—122 institutions in US
Union for Experimenting Colleges and Universities—University without Walls
Kansas City Consortium (KERCHE) brokers grants to others
Council for the Advancement of Experimental Learning—300 members
National Center for Educational Brokering—31 interinstitutional arrangements

Bibliography

Bach, Bert C. and Givens, Paul R., *A Model for Private-Public Cooperation in Higher Education.* (ERIC Document Ed 089 623)

Benson, C. and Hodgkinson, H. L., *Implementing the Learning Society.* Jossey-Bass, San Francisco, 1974

Berdahl, R., *Statewide Coordination of Higher Education.* American Council on Education, Washington, D.C. 1971

Berg, R. B., *The Coordination of Higher Education in Metropolitan Areas Divided by State Boundaries.* University of Missouri, St. Louis, 1972

Bradley, A. P., *Academic Consortium Effectiveness: An Investigation of Criteria.* University of Michigan, 1971

Brecht, David, *A Study of the Attitudes of the Chief Administrators of the Small, Liberal Arts Colleges in Illinois Toward Programs of Interinstitutional Cooperation.* Unpublished Ph.D. dissertation, University Microfilms, 1974

Carnegie Commission on Higher Education. *Priorities for Action: Final Report of the Carnegie Commission on Higher Education.* The Commission, McGraw-Hill, New York, 1973

Chambers, M. M., *Higher Education and State Governments, 1970-1974. Normal, Illinois: Department of Education. Illinois State University, 1974*

Commission on Non-Traditional Study. *Diversity of Design.* Jossey-Bass, San Francisco, 1973

Conners, M. Austin and others, *Guide to Interinstitutional Arrangements: Voluntary and Statutory.* Washington, D.C.: American Association for Higher Education, 1974

Cross, K. P., Valley, J. R., and Associates, *Planning Non-Traditional Studies.* Jossey-Bass, San Francisco, 1974

Diener, Thomas J. and Patterson, Lewis D., *Trends and Issues in Cooperation.* American Association for Higher Education, Fall, 1973

Donovan, G. F. (Ed.), *College and University Interinstitutional Cooperation.* Catholic University of America Press, Washington, D.C., 1965

Dwyer, Claudette and Patterson, Lewis D., "Institutional Interface: Making the Right Connection," *Trends and Issues in Cooperation,* Spring, 1974. American Association for Higher Education.

Eko, E. U., *Voluntary Academic Consortia: Impact of Multiple Memberships on Private Colleges and Universities.* Union of Experimenting Colleges and Universities, 1972

Fincher, C., "Public Expectation for Higher Education," *Educational Record.* Spring, 1974. Vol. 55, No. 2, pp. 101-114

Five College Cooperation: Directions for the Future, Report of the Five College Long Range Planning Committee. Amherst, Massachusetts: The University of Massachusetts Press, October, 1965 (ERIC Document ED 034 491)

Glenny, Lyman, "The Illusions of the Steady State," *Change,* Dec.-Jan., 1974. Vol. 6, No. 10, pp. 24-28

Grupe, F. H., *The Establishment of Collegiate Cooperative Centers.* S.U.N.Y. at Albany, 1969.

_____ "Guidelines for Organization," *Proceedings of the Conference on Interinstitutional Cooperation.* (H. J. Burnett, ed.) College Center of the Finger Lakes, Corning, N.Y. 1970

_____ "Founding Consortia: Idea and Reality," *Journal of Higher Education.* Vol. XLII, No. 9, December, 1971, pp. 747-762

_____ *Interinstitutional Cooperation at the Departmental Level.* Associated Colleges of the St. Lawrence Valley, Potsdam, N.Y., 1972. Distributed under an EXXON Education Foundation grant. (ERIC Document ED 065 023)

_____ "Consortium Planning: An Emerging Trend." *Planning and Changing.* Vol. 3, No. 1, April, 1972, pp. 50-56

_____ "The Management of Consortium Priorities," *Journal of Higher Education.* Vol. XLII, No. 2, February, 1974, pp. 135-144

_____ Murphy, Anthony, *Survey of Statewide Agency/Consortia Relationships.* Denver, Colorado: Education Commission of the States, 1974. (ERIC Document ED 092 032)

_____ *Progress Through Cooperation. A Report on the Higher Education Cooperation Act.* Springfield, Illinois: Illinois Board of Higher Education, May 1974

_____ "The Consortium Director and Interinstitutional Change." *Institutional Interface.* American Association for Higher Education, Washington, D.C., 1974, pp. 12-21

_____ *Undergraduate Cross Registration.* New York State Education Department, Albany, September, 1974

_____ "State Agencies and Interinstitutional Cooperation," an address presented at the Conference on the Cooperative Alternative, American Association for Higher Education, Washington, D.C., September, 1974

Hodgkinson, Harold L., *How Much Change For a Dollar? A Look at Title III.* ERIC Clearinghouse on Higher Education Research Report No. 3. Washington, D.C.: American Association for Higher Education, 1974

House, R. K., *Multi-purpose Consortia in Higher Education,* Southern Illinois University, 1975

Howard, L. C. (Ed.) *Interinstitutional Cooperation in Higher Education.* Institute of Human Relations, University of Wisconsin, Milwaukee, 1967

Johnson, E., "Consortia in Higher Education." *Educational Record.* 48 Fall, 1967, pp. 341-347

Johnson, F. R., *Cooperation Among Institutions in Northwest Pennsylvania: Status Prior to Regionalization, Effects of Regionalization, and Future Cooperative Possibilities.* Edinboro State College, 1976

Jordan, M. A., *The Functions of the Forces of Autonomy, Cooperative Interdependence and Conflict in Two Confederations of Higher Education,* University of Notre Dame, 1970

Kaliden, W. G., *Interinstitutional Cooperation—A Description and Evaluative Analysis of Its Status and Potentiality in the Commonwealth of Pennsylvania.* University of Pittsburgh, 1971

Klimet, Stephen A. and Lord, Jane. "Build If You Must, But Consider Cooperation." *Planning for Higher Education.* August, 1974, pp. 11-14

Lancaster, R. B., *Interdependency and Conflict in a Consortium for Cooperation in Higher Education: Toward a Theory of Interorganizational Behavior.* University of Michigan, 1969

Lyddy, J. P., *Statewide Planning and Coordination of Postsecondary Education: Relationship to Private, Nonprofit Postsecondary Educational Institutions.* Catholic University of America, 1975

Massachusetts Advisory Council on Education. *Strengthening The Alternative Post-Secondary Education System.* University Consultants, Inc., Cambridge, 1973

Medsker, Leland L. (Project Director). Interinstitutional Cooperation Project. University of California, Berkeley, California 94720. Unpublished Study funded by the Ford Foundation, 1975

Minter, W. J., *The Impact of Interinstitutional Cooperation on Institutional Autonomy.* University of California, Berkeley, 1971

Moore, Raymond S., *Consortiums in American Higher Education: 1965-66 Report of an Exploratory Study.* Washington, D.C.: U.S. Government Printing Office, 1968. Office of Education. (ERIC Document ED 051 728)

Morisseau, James J., "Rio Grande: Ohio's Piggyback College." *Planning for Higher Education,* August, 1973, pp. 15-18

Naumcheff, J. T., *Selected Voluntary Academic Consortia in Higher Education: Academic Programs.* Indiana University, 1973

Nelsen, William C., "Entrepreneurship and Innovation in Consortia." *Journal of Higher Education,* October 1972, pp. 544-551

Parkinson, R. C., *Selected Voluntary Academic Consortia in Higher Education: Financial Aspects.* Indiana University, 1972

Patterson, Franklin, *Colleges in Consort.* Jossey-Bass, San Francisco, 1974

Patterson, Lewis D., *Consortium Directory: Voluntary Academic Cooperative Arrangements in Higher Education.* Kansas City, Missouri: Kansas City Regional Council for Higher Education, 1967

_____ *A Descriptive Study of the Governance of Selected Voluntary Academic Cooperative Arrangements in Higher Education.* Unpublished Ph.D. dissertation. Kansas City, Missouri, University of Missouri, 1971

_____ "Evolving Patterns of Cooperation," *Research Currents,* ERIC Clearinghouse on Higher Education, June, 1975

_____ *Consortium Directory Update.* Council for Interinstitutional Leadership, Washington, D.C., 1976

Patterson, Lewis D. and Burns, Robert L. 1977 Consortium Directory, Council for Interinstitutional Leadership, University, Alabama 35486, 121 pp.

Perkins, James A., *Higher Education: From Autonomy to Systems.* New York: International Council for Educational Development, June, 1972

Quigley, M. S., *A Study of the Political Dimension of Private Higher Education: Government Relations of Five Universities and a Consortium in Washington, D.C.*, Teachers College, Columbia University, 1974

Sagan, E. L., *A Network Model of Steps for the Implementation of the Planning and Establishing of Higher Education Consortiums*. Ohio State University, 1969

Schwenkmeyer, B., and Goodman, M. E., *Putting Cooperation to Work*. Academy for Educational Development, New York, 1972

Southern Regional Education Board, *The Academic Common Market: 1974-1975*. Atlanta, Georgia: SREB, 1974 (ERIC Document Ed 094 607)

Swegan, D., "Consortia Colleges Pool Talent, Dollars.: *College and University Business*, August, 1972, pp. 33-41

Swerdlow, K. G., *Selected Voluntary Academic Consortia in Higher Education*: Academic Programs. Indiana University, 1972

Trendler, G. A., *Interinstitutional Cooperation for Academic Development Among Small Church-Related Liberal Arts Colleges*. Indiana University, 1967

Trout, W. E., *The Kentuckiana Metroversity: Case Study of a Consortium*. University of Louisville, 1972

Tudor, G. D., *Roles of Chief Administrative Officers of Academic Consortia*. Indiana University, 1973

Unterbrink, H. L., *Interinstitutional Cooperation in Selected Indiana Colleges and Universities*. Indiana University, 1973.

Votruba, J. C., *An Examination of the Potential Role of Regional Higher Education Compacts in the Development of Greater Interstate Cooperation in Graduate Education*. University of Illinois at Urbana-Champaign, 1974

Wehner, Bridget Bricker, Cross Registration Survey, N.W. Pennsylvania Planning Council for Higher Education, December, 1976. Unpublished 17 pp.

Wood, Herbert H., *Consortia: A Challenge to Institutional Autonomy*. Chicago Heights, Illinois: Group 10 for the Seventies, January, 1973 (ERIC Document Ed 074 932)